

COURSE BOOK

LEVEL K



Phonics | Reading | Spelling | Literature
Grammar & Punctuation | Art Appreciation



2ND EDITION

Created by Jenny Phillips

A special thanks to the many educators, reading specialists, home school parents, and editors who gave invaluable input.



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LEVEL K—AT-A-GLANCE

PHONICS AND READING

- b and d recognition
- consonant blends
- inflectional endings: ED and ING
- learning and reviewing 58 phonics cards
- one and two letter words
- open and closed syllables
- SH, CH, TH
- short and long vowels
- short words with long vowels
- short words with Y
- sight words
- silent E job 1
- simple words
- the three sounds of ED
- vowels and consonants
- word families: AT, AN, ALL
- words with AY

OTHER

- alphabetical order
- antonyms
- art appreciation
- categories
- oral narration
- poetry memorization
- rhyming
- spelling patterns
- spelling rules 1 and 4
- spelling: high frequency and irregular words

GRAMMAR, USAGE, & PUNCTUATION

- alphabetical order
- capitalizing proper nouns
- capitalizing the word “I”
- homophones: to, too, two
- parts of speech: nouns and verbs
- plural nouns
- sentences
- starting sentences with a capital letter
- syllables
- the subject of a sentence
- using appropriate end punctuation

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ABOUT THIS COURSE

What This Course Covers

This course combines the following subjects:

- Phonics
- Reading
- Spelling
- Grammar and Punctuation
- Literature
- Art Appreciation

Another Good and Beautiful curriculum course, *Handwriting*, should be used 3-5 days a week in conjunction with this course, or another handwriting program should be used.

Overview: Language Arts & Literature Courses Pre-K–10

- **Levels Pre-K–Level 3** focus heavily on phonics and reading and require one-on-one time with a parent or teacher each day. In the Pre-K–Level 3 courses, art appreciation is taught, but these course levels do not include any art projects. You can use *The Good & the Beautiful Creative Arts & Crafts Projects for Levels K-3* once or twice a week for hands-on arts projects to do together as a family (children of any age will likely enjoy these projects). Geography is included in Levels 2 and above.
- **Levels 4 and above** are designed to be self-directed by the student with parents using an answer key to check work each day. However, parents may do as many of the lessons with the child as desired.
- **Levels do not match public school grade levels.** Have the child take the assessment test on www.jennyphillips.com to determine which course level to use.

Principles Behind This Course

- **Easy to Teach with No Preparation Time**
Parents with no expertise in language arts can give their children top-quality instruction without any preparation time. Spend time exploring and learning right along with your child, rather than spending time preparing lessons!
- **Connects Multiple Subjects**
This course combines multiple subjects. Connecting learning in this manner gives learning deeper meaning and interest. It also eliminates the expense and trouble of purchasing and using 6-7 different courses.
- **Emphasizes the Good and the Beautiful: God, Family, Nature, and High Moral Character**
This course is faith based (geared toward Christians of all faiths), with the goal of producing not only intelligent minds but also high character and hearts that love God and nature and all that is good and true.
- **Creates Excellent Writers and Editors**
The creators of The Good & the Beautiful curriculum believe that learning to write well is one of the most important academic skills a child can gain. However, pushing younger children to complete writing assignments can overwhelm them and cause them to dislike writing. This is because most children in lower levels are still working on basic handwriting, spelling, and grammar skills. There are exceptions; some children are ready to write earlier. If you have a young the child who loves to write, let him!

At lower levels, the best way to develop great writers is by #1) teaching the child to think through parent-child discussion, #2) reading a lot of great literature to the child, #3) teaching the child to read well so that he can begin reading a lot of great literature on his own, #4) having the child

complete occasional, simple, meaningful writing projects, and #5) having the child participate in oral narration often, which means he retells in his own words what he just read or heard and also that he tells his own stories and compositions orally instead of writing them down.

Serious writing instruction begins in Level 4 and increases in emphasis with each course level.

Commonly Asked Questions

Q: Does this course follow Common Core standards? How does it compare to public school?

This course does not follow Common Core standards. This course strives to teach everything moral and sound that is being taught in public schools while going above and beyond many public school standards, but not necessarily in the same order.

Q: What educational philosophies does the curriculum use?

This course is not based on one specific educational philosophy or method. Rather, the creators of the curriculum intensely studied many different philosophies over a period of years and compiled what they felt were the best elements from several different philosophies, pulling mainly from Charlotte Mason.

Q: Does the curriculum include doctrines specific to any certain Christian denomination?

No. The goal of The Good & the Beautiful curriculum is not to teach doctrines specific to a particular Christian sect, but to teach general principles of moral character such as honesty and kindness. The King James Version of the Bible is used when quoting Bible verses.

How to Get Started

Print the course and assemble. It is highly recommended that you print this course in color, as color is used in specific ways in the course. The course books have many pages and take a lot of ink to print. But remember that this course covers six subjects. Also, ***no other preparation time is required for the entire course (which usually takes one school year to complete)! You do not need to read through the lessons ahead of time. Just open the course book each day and follow the instructions, learning along with Your child.***

1. Print the course through the Appendix and assemble in a 3-ring binder. Blank pages are included so that artwork and other pages that need to be taken out have a blank page on the back.
2. Print out the mini books on heavy copy paper. Cut them in half vertically, and then fold them. Put two pages together (so page numbers go in order) and staple.
3. Print the phonics cards, and cut them out.

Items Needed for Course

- Course Book
- Phonics Cards
- 30 Mini Books
- Level K Reader (or a wide-variety of wholesome, well-written books in the appropriate reading level)

Suggested Items

- Letter Tiles App (e.g., Sound Literacy)
- Personal White Board

Level K Reader

The Level K Reader is designed to help children experience and love “good and beautiful style” images and stories at a young age. The readers contain full-color vintage illustrations. The reader comes in three sections.

How To Teach Each Day

1. **Work on this course one-on-one with the child for 20-30 minutes every day for Level K children.** This time may be broken into sessions. For example, you could do one 20-minute and one 10-minute session or two 15-minute sessions.
2. **Work on spelling, sight words, and phonics cards each day for an additional 5-10 minutes** as instructed in the beginning of the course book.
3. **Each day simply follow the instructions in the course book.** Blue text indicates instructions to you, and black text is what you read to the child.

Use the check boxes to keep track of what you have already completed within a lesson.

Once a lesson is completed, you may want to remove those pages from the course book so you are only left with what remains to be completed.

Making it Work With Multiple Children

Doing science and history subjects together as a family works well. However, children are often at different reading levels when it comes to reading and language arts, which are both important, foundational subjects. So this curriculum was designed to help you work one-on-one with each child—a time that you will both treasure.

Younger children (Levels K-3) will need more one-on-one time. Older children (Levels 4+) can do most of the work on their own.

Other children can do personal reading or other subjects such as handwriting or typing while you are working one-on-one with each individual the child. If desired, you can also work with two or more children at a time. For example, one the child can be working on a worksheet while you are working on an exercise with another child.

Note: If you have younger and older children, you may want to have an older child work with a younger child at times. Older children may help younger children with their course book or listen to them read. Two older children may quiz each other on spelling words, and so on. Siblings will love it, it will increase family bonds, and it will help things go faster.

How Spelling Works

High Frequency & Irregular Words

Charts with spelling words the child should learn during the course are near the beginning of the course book. These are high frequency words or words with irregular spellings. You should work on these spelling words most days.

Spelling Patterns

Throughout the course, the child will learn spelling patterns. This course guides you through teaching and having the child practice these patterns. In the Level 1 course, the child will start learning spelling rules (different from spelling patterns).

Dictating Words

When the course asks you to dictate a word or sentence, it means you say it out loud, and the child writes the word or uses a letter tiles app (such as Sound Literacy) to spell the word.

Also, occasionally try some fun ways to have the child write dictated words. For example, let the child

use window markers, write on a mini whiteboard or chalkboard, write on the sidewalk with sidewalk chalk, and so on.

Allow the child time to make corrections to words or sentences immediately. Gently pointing out mistakes and requiring the child to correct mistakes will not damage confidence. Also, make sure the child is using correct pencil grip and letter formation. If a letter is formed incorrectly, have the child erase the letter and write it correctly. Make sure a dictated sentence always starts with a capital letter and ends with appropriate punctuation. Make sure the word “I” is always capitalized.

Not Rushing or Skipping Lessons

Repetition and review are vital parts of the learning process. Harold B. Lee wrote: “Repetition is the soul of learning.” (*Teachings of Harold B. Lee*, pg. 335) If things feel repetitive, that is by design. There is no need to rush children through foundational concepts.

Also, it is highly recommended that you do not skip or rush through the literature and artwork sections. **Take time to expose the child to the good and the beautiful, and send him the message that *learning is not just about excelling quickly in academic pursuits*. Teach him by example to take time for deeper learning, appreciation, and exploration. This is one of the keys to developing a love of learning.**

No Answer Key Is Included

Because Levels K-2 are elementary levels, answers to questions should be obvious to parents, and no answer key is included.

Assessments

Some lessons begin with an assessment. If the child can pass this assessment, you may skip the lesson.

Teacher Read-Aloud

Read to the child for at least 20 minutes a day. This can be done with all the children together. Choose books that are 2-3 levels higher than the child’s personal reading level. It is important that you choose books of the highest literary and moral merit so the child receives all the spiritual and academic benefits available through literature.

The Good & Beautiful Book List (available on JennyPhillips.com for \$5) includes hundreds of Jenny Phillips’ top-recommended, wholesome books for reading

levels 3-10 and also contains a list of Jenny's top-recommended read-alouds.

Reading good literature to children is priceless!
Consider this information:

- The U. S. Department of Education commissioned a two-year study to determine how America could "Become a Nation of Readers." The findings were simple: "The single most important activity for building the knowledge required for success in reading is reading aloud to children." (Richard C. Andersen, "Becoming a Nation of Readers")
- Children who have good literature read to them are enthusiastic to become readers of good literature themselves.
- Children can comprehend on a higher reading level than they can read, so delving into difficult plots and complex sentence structures will make children better readers and increase their vocabulary.
- Utilizing quality literature, parents can teach children high moral values. Christ often taught with stories; stories are powerful teachers.

Mini Books

Mini books target and reinforce phonics and reading principles the child is learning. The course indicates when to have the child read each mini book. Each mini book will be read by the child a total of three times.

The mini books are designed to be fun and interesting to children, while also containing messages about family, faith, nature, and high moral character.

The following mini books are included with the course:

- 1. Mom and Dad**
- 2. Is it a Dog?**
- 3. Is it a Cat?**
- 4. A Pet**
- 5. Ben Has a Book**
- 6. I Can**
- 7. Dogs and Cats**
- 8. Boys and Girls**
- 9. My Cat is Lost**
- 10. Kids**

11. Jill

12. Small Things

13. Dan

14. We Love to Read

15. Who Can Pray?

16. Kick It, Hit It, Toss It

17. Spin and Skip

18. Apples

19. Smile

20. Clocks

21. God Gave Us the Sun

22. Share

23. Running, Hopping, Resting

24. Peter Planted

25. Dogs for Us to Love

26. Wagon Ride

27. To, Two, Too

28. Working & Playing

29. Jump!

30. Emma Likes to Smile

Before Starting The Level K Course

Before starting the Level K (kindergarten) course, the child needs to know all the uppercase and lowercase letters by name, and the sounds they make. Some vowels and consonants make more than one sound. The child only needs to know the most common sound of each letter before starting the course. You may use the chart below to test the child. The child should not start this course until he can pass off this assessment.

If the child is in or entering kindergarten (or is in preschool), knows all the letters and their basic sounds, and can read simple words then administer the Level 1 assessment (available on Jennyphillips.com). If the child does not pass the Level 1 assessment, start with the Level K course. If the child passes the Level 1 assessment, start on the Level 1 course. It is not recommend that kindergarten-aged children start with the Level 2 course, even if they can pass the Level 2 assessment, as they will miss foundational grammar skills and reading skills that will help them decode more difficult words to come. If the child is advanced, he will naturally move through the course quickly without missing foundational grammar and reading skills.

To Administer The Assessment

Point to each letter below and have the child say the sound, say the name of the letter, and indicate whether the letter is uppercase (or capital) or lowercase. If the child misses any letters or sounds, have the child practice those letters and sounds until mastered. The child will then be ready for the Level K course.

a	w	c	d	L	f	g	h	i
j	B	l	D	n	P	p	R	r
s	t	u	v	Q	x	y	S	J
A	M	C	O	z	G	U	W	K
b	H	E	k	F	T	V	q	X
N	o	e	Y	I	Z	m		

Course Reading Assessment

Reading assessments give the child practice reading and help you track reading progress. Administer this assessment before the child starts the course.

- ☐ Administer **Course Reading Assessment** in the Appendix.

THE GOOD & THE BEAUTIFUL - LEVEL K

Phonics Cards

This course comes with phonics cards. Mark this sheet as completed when phonics cards 1-58 have been mastered, which means the child can say the sound or sounds of the phonogram without any hesitation for three days in row). **The child should work on phonics cards every day.** These cards help the child learn and practice phonograms and phonic patterns. A phonogram is a letter or combination of letters that represents a sound or sounds (e.g., CH). If the child knows the phonograms, reading and spelling will be easier. Once the child masters the first 58 cards, review the cards once or twice a week. Only the first 58 cards need to be mastered during the Level K course, but as many of the total set of 164 cards may be learned as you desire.

Cards 1-18

Color the picture when mastered.



Cards 19-37

Color the picture when mastered.



Cards 38-58

Color the picture when mastered.



How to Organize Phonics Cards

Make your phonics cards practice organized and easy!

1. Obtain three quart-size, zip-lock slider bags.
2. Put one of the following labels on each bag:

LEARNING

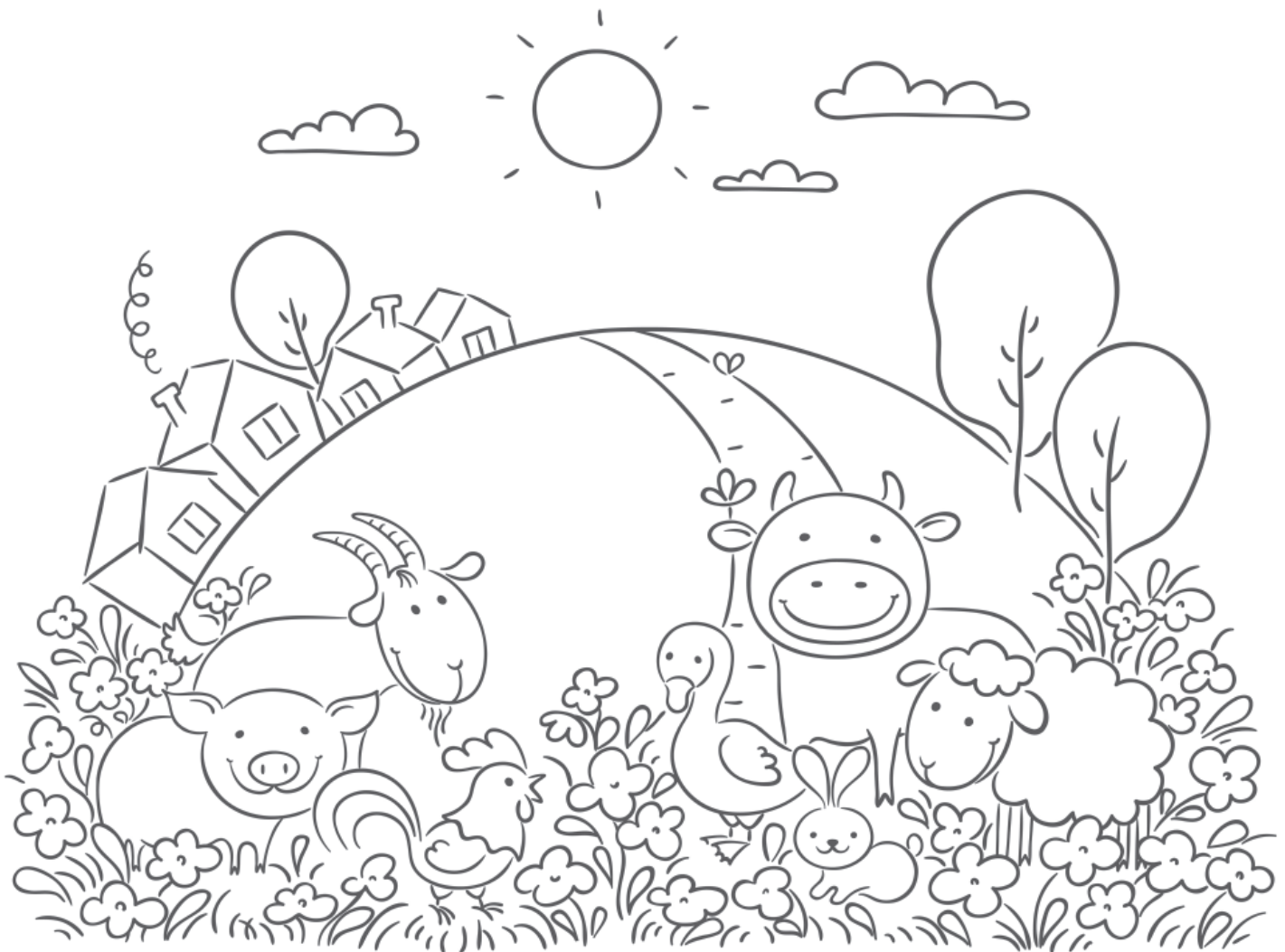
MASTERED

NOT LEARNED
3. Before starting the course, determine if the child already knows any of the phonics cards. If so, place those cards in the bag titled MASTERED or set them aside.
4. Put 7-10 phonics cards the child does not know in the LEARNING bag. Put the rest of the cards in the NOT LEARNED bag. Practice the cards in the LEARNING bag each day. Once a card is mastered (the child can give the correct answer three days in a row without hesitation), put the card in the MASTERED bag and add the next card from the NOT LEARNED bag to the LEARNING BAG.
5. Once every 1-2 weeks, have the child review the cards in the MASTERED bag.

Sight Words

The child should work on sight words every day for just a few minutes. This course puts an emphasis on phonics. However, practicing these high-frequency and irregular sight words will help the child recognize phonic patterns and gain confidence, enjoyment, and speed in early reading.

1. Have the child practice 1-2 charts each day.
2. Once a chart is mastered (the child can read all the words on the chart the first time without hesitation for three days in a row), check the Mastered box and let the child color the specified item on the picture below.
3. Once a week, review all the mastered charts. It is helpful to choose the same day of the week (such as Mondays or Fridays) to be your review day.



THE GOOD & THE BEAUTIFUL - LEVEL K

he
I
be
a
me
the
and
you

☐ Mastered

Color the cow.

it
is
him
her
we
at
she
am

☐ Mastered

Color the goat.

can
do
go
an
to
has
up
in

☐ Mastered

Color the pig.

all
are
like
no
look
my
mom
of

☐ Mastered

Color the bunny.

into
yes
for
play
said
saw
say
so

☐ Mastered

Color the rooster.

there
they
will
how
on
was
who
over

☐ Mastered

Color the duck.

THE GOOD & THE BEAUTIFUL - LEVEL K

under**let****off****one****not****four****two****three**

☐ Mastered
Color the sheep.

six**hot****five****by****fly****with****try****too**

☐ Mastered
Color the houses.

as**or****are****see****ask****far****car****its**

☐ Mastered
Color the trees and hill.

now**fall****sky****have****that****got****tell****read**

☐ Mastered
Color the sun and clouds.

eat**ate****put****took****make****take****but****well**

☐ Mastered
Color the flowers.

girl**boy****uncle****aunt****house****Jesus****mother****father**

☐ Mastered
Color the sky.

Spelling Words

The pages in this section contain the spelling words to be learned in Level K.

1. The child should work on spelling words most days. When the child can spell a word and read it without hesitation, check off the Mastered box. Once all these words are mastered, they should be reviewed.
2. The child may color the image next to the chart once a chart is mastered. Remember that spelling patterns are covered in a different part of the course, and spelling rules are introduced in Level 1. The spelling words in this section are high-frequency and irregular words.

Recommended Method for Practicing Spelling

1. Determine 5-7 words the child does not know how to spell.

- Quiz the child on the words on the following pages. If the child gets the word right the first time, check off the MASTERED and REVIEWED box. They do not need to practice the word.
- If the child cannot spell a word correctly, write it on an index card. Repeat until 5-7 words are on the index card.

2. Practice the 5-7 words for 5-7 days.

- Once you reach Lesson #14 (Sentences), each day for spelling practice have the child start by writing sentences in a notebook that use the spelling words. Practice with handwriting skills and forming simple sentences is extremely beneficial at this level. Make sure the child starts each sentence with a capital letter and ends it with punctuation. Have the child try to sound out and spell all of the words in each sentence on their own before they ask for your help. Make sure they always spell the spelling word correctly.
- After the child has written his or her spelling sentences, spend 2-3 minutes quizzing the child on the spelling words, or use one of the active spelling practice ideas included in this course.

3. Have a spelling test.

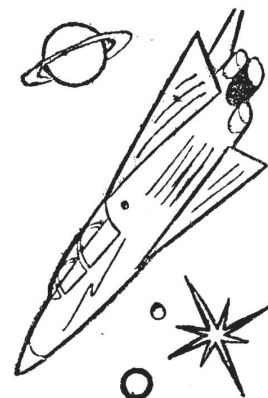
- After the child has practiced his or her 5-7 words for 5-7 days, administer a spelling test. Check off the MASTERED box for correctly spelled words. Put INCORRECT words on the index card for the next set of words to practice. Quiz the child with additional words on the charts in this section until there are 5-7 words total on the index card. Repeat steps 2 and 3.

My Spelling Words

Words	mastered	reviewed	Words	mastered	reviewed
it	<input type="checkbox"/>	<input type="checkbox"/>	you	<input type="checkbox"/>	<input type="checkbox"/>
is	<input type="checkbox"/>	<input type="checkbox"/>	on	<input type="checkbox"/>	<input type="checkbox"/>
in	<input type="checkbox"/>	<input type="checkbox"/>	off	<input type="checkbox"/>	<input type="checkbox"/>
as	<input type="checkbox"/>	<input type="checkbox"/>	me	<input type="checkbox"/>	<input type="checkbox"/>
mom	<input type="checkbox"/>	<input type="checkbox"/>	be	<input type="checkbox"/>	<input type="checkbox"/>
at	<input type="checkbox"/>	<input type="checkbox"/>	he	<input type="checkbox"/>	<input type="checkbox"/>
the	<input type="checkbox"/>	<input type="checkbox"/>	she	<input type="checkbox"/>	<input type="checkbox"/>
and	<input type="checkbox"/>	<input type="checkbox"/>	we	<input type="checkbox"/>	<input type="checkbox"/>
yes	<input type="checkbox"/>	<input type="checkbox"/>	am	<input type="checkbox"/>	<input type="checkbox"/>
no	<input type="checkbox"/>	<input type="checkbox"/>	has	<input type="checkbox"/>	<input type="checkbox"/>

Chart #1

Color rocket when mastered.



Words	mastered	reviewed	Words	mastered	reviewed
are	<input type="checkbox"/>	<input type="checkbox"/>	like	<input type="checkbox"/>	<input type="checkbox"/>
can	<input type="checkbox"/>	<input type="checkbox"/>	let	<input type="checkbox"/>	<input type="checkbox"/>
him	<input type="checkbox"/>	<input type="checkbox"/>	to	<input type="checkbox"/>	<input type="checkbox"/>
her	<input type="checkbox"/>	<input type="checkbox"/>	will	<input type="checkbox"/>	<input type="checkbox"/>
not	<input type="checkbox"/>	<input type="checkbox"/>	do	<input type="checkbox"/>	<input type="checkbox"/>
got	<input type="checkbox"/>	<input type="checkbox"/>	ask	<input type="checkbox"/>	<input type="checkbox"/>
God	<input type="checkbox"/>	<input type="checkbox"/>	its	<input type="checkbox"/>	<input type="checkbox"/>
go	<input type="checkbox"/>	<input type="checkbox"/>	by	<input type="checkbox"/>	<input type="checkbox"/>
my	<input type="checkbox"/>	<input type="checkbox"/>	sky	<input type="checkbox"/>	<input type="checkbox"/>
look	<input type="checkbox"/>	<input type="checkbox"/>	try	<input type="checkbox"/>	<input type="checkbox"/>

Chart #2

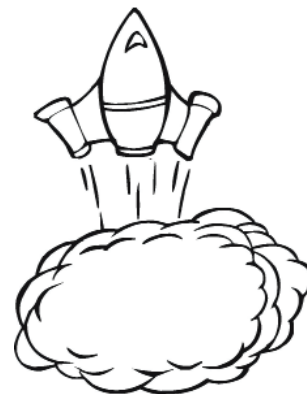
Color rocket when mastered.



THE GOOD & THE BEAUTIFUL - LEVEL K

Chart #3

Color rocket when mastered.



Words	mastered	reviewed	Words	mastered	reviewed
so	<input type="checkbox"/>	<input type="checkbox"/>	for	<input type="checkbox"/>	<input type="checkbox"/>
all	<input type="checkbox"/>	<input type="checkbox"/>	four	<input type="checkbox"/>	<input type="checkbox"/>
ate	<input type="checkbox"/>	<input type="checkbox"/>	how	<input type="checkbox"/>	<input type="checkbox"/>
bee	<input type="checkbox"/>	<input type="checkbox"/>	Jesus	<input type="checkbox"/>	<input type="checkbox"/>
car	<input type="checkbox"/>	<input type="checkbox"/>	now	<input type="checkbox"/>	<input type="checkbox"/>
eat	<input type="checkbox"/>	<input type="checkbox"/>	one	<input type="checkbox"/>	<input type="checkbox"/>
fall	<input type="checkbox"/>	<input type="checkbox"/>	or	<input type="checkbox"/>	<input type="checkbox"/>
far	<input type="checkbox"/>	<input type="checkbox"/>	our	<input type="checkbox"/>	<input type="checkbox"/>
five	<input type="checkbox"/>	<input type="checkbox"/>	over	<input type="checkbox"/>	<input type="checkbox"/>
who	<input type="checkbox"/>	<input type="checkbox"/>	play	<input type="checkbox"/>	<input type="checkbox"/>

Chart #4

Color rocket when mastered.



Words	mastered	reviewed	Words	mastered	reviewed
put	<input type="checkbox"/>	<input type="checkbox"/>	ten	<input type="checkbox"/>	<input type="checkbox"/>
read	<input type="checkbox"/>	<input type="checkbox"/>	their	<input type="checkbox"/>	<input type="checkbox"/>
red	<input type="checkbox"/>	<input type="checkbox"/>	there	<input type="checkbox"/>	<input type="checkbox"/>
said	<input type="checkbox"/>	<input type="checkbox"/>	three	<input type="checkbox"/>	<input type="checkbox"/>
saw	<input type="checkbox"/>	<input type="checkbox"/>	into	<input type="checkbox"/>	<input type="checkbox"/>
say	<input type="checkbox"/>	<input type="checkbox"/>	too	<input type="checkbox"/>	<input type="checkbox"/>
sea	<input type="checkbox"/>	<input type="checkbox"/>	two	<input type="checkbox"/>	<input type="checkbox"/>
see	<input type="checkbox"/>	<input type="checkbox"/>	stop	<input type="checkbox"/>	<input type="checkbox"/>
six	<input type="checkbox"/>	<input type="checkbox"/>	boy	<input type="checkbox"/>	<input type="checkbox"/>
tell	<input type="checkbox"/>	<input type="checkbox"/>	girl	<input type="checkbox"/>	<input type="checkbox"/>

Poetry Memorization

Have the child work on poetry memorization often throughout the course until she has memorized at least three of the poems in this section. When a poem is memorized, have the child recite it for three different people outside of class (Dad, a friend, a neighbor, or even an extended relative over the phone). Then have the child fill in the chart, color a star, and write the poem down and illustrate it. Keep the poem in a "Poetry Anthology" binder that the child will add to for years to come and treasure her whole life. You can also add poems the child writes to the anthology. (Note: Some of the poems in this section are also in other levels; you could do some together as a family.)

I Have Memorized These Poems



I recited the poem to

1. _____
2. _____
3. _____

I recited the poem to

1. _____
2. _____
3. _____



I recited the poem to

1. _____
2. _____
3. _____



Why Spend Time on Poetry Memorization?

Poetry memorization is a wonderful exercise for the young, growing mind. **Memorization of poetry and beautiful, powerful literature is a critical part of forming intelligent minds that appreciate and recognize the good and the beautiful.** Author Laura M. Berquist wrote, "Familiarity with truly good poetry will encourage children to love the good." (*The Harp and Laurel Wreath*, pg. 9)

Memorization also gives confidence, increases focus and attention span, strengthens the capacity of the brain, and builds in children's minds an ability to understand and use complex language. Children learn by example, and their minds are most impressionable in the younger years. Ingraining their minds with examples of beautifully crafted language will help them build a solid foundation for life-long learning and love of the good.

A Little Elf

Unknown

A little elf
Sat in a tree
Painting leaves
To throw at me.
Leaves of yellow
And leaves of red
Came tumbling down
About my head.

Sunshine

Jenny Phillips

The sun shines
On my toes
On my face
And on my nose.
It kisses the tops
Of all the trees
Each blade of grass
Each buzzing bee.
I'm so glad that God above
Made warm, sweet light for me.

My Gift

Christina Rossetti

What can I give Him,
Poor as I am?
If I were a shepherd
I would bring a lamb
If I were a wise man
I would do my part
Yet what can I give Him?
Give Him my heart.

Nouns & Verbs

Jenny Phillips

A noun is a word for a person, place, or thing:
A bird, a nest, a field, a tree,
A mom, a dad, a kiss, a dream.
A noun is a word for a person, place, or thing.

A verb tells what the subject does:
Jump, climb, lift, or love,
Think, help, hope, or hug
A verb tells what the subject does.

Sounds

Jenny Phillips

My ears can hear the gentle breeze
Rustling through a thousand leaves,
The mighty crash of ocean waves,
Laughter as children play.
I marvel as the robin sings,
I smile as my mother reads,
I thank thee Lord for making ears
And all the lovely things I hear.

Manners

Florence A. Richardson

Water and soap will make you sweet;
Brush and comb will keep you neat;
But "Thank you," "Please," and "Pardon me,"
Will make a sweeter child of thee.

In a Story Book

Unknown

At night when sunshine goes away,
And it's too dark for me to play,
I like to come inside, and look
For new friends in a story book.

THE GOOD & THE BEAUTIFUL - LEVEL K

The Valley of Grump

Margaret Colton, Adapted by Jenny Phillips

The Valley of Grump is a sad, sad place
Everyone cries and fights all day,
No one has anything nice to say,
And trash is scattered all over the place.

The sun never shines in the Valley of Grump,
And there are no flowers in that smelly old dump,
No bees buzz, and no birds sing,
And no one there has ever seen spring.

Oh, it's so easy to slip into the Valley of Grump,
And find yourself in such a horrible slump.
But, oh it's so easy to get out, too—
Just put on a smile and say something kind,
And suddenly you'll be in the Valley of Nice.

Yes, the Valley of Nice is the best place to be.
The flowers dance and the birds always sing.
So, in the Valley of Grump, never stay long;
The Valley of Nice is where you belong.

A Matter of Taste

Eve Merriam

What does your tongue like the most?
Chewy meat or crunchy toast?
A lumpy bumpy pickle or tickly pop?
A soft marshmallow or a hard lime drop?

Hot pancakes or a sherbet freeze?
Celery noise or quiet cheese?
Or do you like pizza
More than any of these?

A Mother Who Reads to Me

Jenny Phillips

You might own a ruby ring,
A great big home with fancy things,
But I am richer far; you see.
I have a mother who reads to me.

I take my place upon her lap
We travel far across the map
Yes, I am luckier than a king
I have a mother who reads to me

The Goops

Gelett Burgess

The Goops they lick their fingers,
And the Goops they lick their knives;
They spill their broth on the tablecloth--
Oh, they lead disgusting lives!
The Goops they talk while eating,
And loud and fast they chew;
And that is why I'm glad that I
Am not a Goop--are you?

#1: Vowels & Consonants/Short and Long Vowels

ASSESSMENT

NOTE: Administer the assessment first and skip this lesson if the child passes.

- ☐ The child can name all the vowels in this order: A, E, I, O, U, and SOMETIMES Y.
- ☐ The child can answer these questions and fill in the blanks:
 1. How many letters are in the alphabet? [26]
 2. What is a consonant? [any letter that is not a vowel]
 3. A long vowel says _____. [its name]
 4. Every word has to have at least one _____. [vowel]
- ☐ The child can say the long and short sounds for each vowel.
- ☐ The child can correctly identify the vowel sounds as long or short when you read the following words:

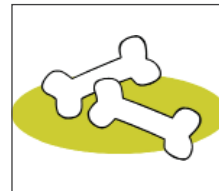
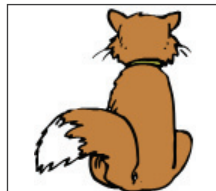
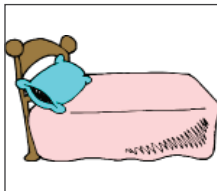
let we up at ate fit fine home hot cute

#1: Vowels & Consonants/Short and Long Vowels

- ☐ **Read to the child:** There are 26 letters in the alphabet. Some letters are vowels and some are consonants. How many letters are in the alphabet? [26].
- ☐ **If the child cannot name the vowels, do these steps for several days:**
 1. Have the child repeat after you several times: A, E, I, O, U, and SOMETIMES Y.
 2. Write the vowels on the board with a few consonants. Have the child erase the vowels in order.
 3. Write all the vowels on cards, mix them up, and have the child put them in order several times.
 4. Explain that consonants are any letters that are not vowels. Then add some cards with consonants to the vowel cards. Mix them up. Have the child remove only the vowels and put them in order.
- ☐ **Read to the child:** Every word has to have a vowel. Vowels can be either short or long. When a vowel says its name, it is the long sound. When it does not say its name, that is usually the short sound.
- ☐ **Read the following words, and have the child say if the vowel is long or short:**

play go ape fun rat gate is time same him top sun be go dad

- ☐ **Read to the child:** Let's review.
 1. When a vowel is long, it says its _____. [name]
 2. How many letters are in the alphabet? [26]
 3. What are the vowels? [a, e, i, o, u, and sometimes y]
 4. Every word has to have at least _____. [one vowel]
 5. A consonant is any letter that is not a _____. [vowel]
- ☐ **Read to the child:** Point to each picture. Say the word, and then tell me if the vowel in the word is long or short.



- ☐ **Read to the child:** Let's review.
 1. When a vowel is long, it says its _____. [name]
 2. How many letters are in the alphabet? [26]
 3. What are the vowels? [a, e, i, o, u, and sometimes y]
 4. Every word has to have at least _____. [one vowel]
 5. A consonant is any letter that is not a _____. [vowel]

Long and Short Vowels #1

Circle all of the pictures that contain a long vowel. Remember a long vowel says its name.



Write the vowels: a, e, i, o, u and sometimes y.

_____	_____	_____	_____	_____	_____
-----	-----	-----	-----	-----	-----
_____	_____	_____	_____	_____	_____

and sometimes _____

Cross out all of the pictures that contain a short vowel. Remember a long vowel says its name.



Say the short sound for each vowel. Then say the long sound for each vowel.

a

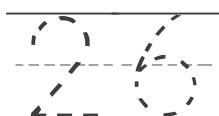
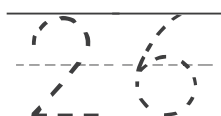
e

i

o

u

How many letters are in the alphabet? Say it and trace it three times.



Long and Short Vowels #2

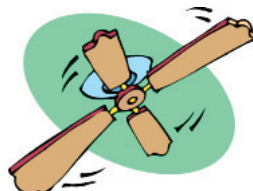
Circle all of the pictures that contain a long vowel. Remember a long vowel says its name.



Write the vowels: a, e, i, o, u and sometimes y.

_____ and sometimes _____

Cross out all of the pictures that contain a short vowel. Remember a long vowel says its name.



Say the short sound for each vowel. Then say the long sound for each vowel.

a

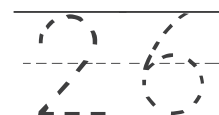
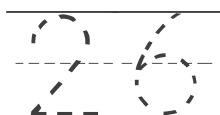
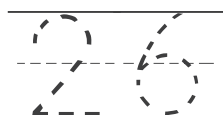
e

i

o

u

How many letters are in the alphabet? Say it and trace it three times.



#2: Poetry

- ☐ **Read to the child:** A poem is different from a story. A poem is usually written with short lines. When words have the same ending sound, they rhyme, like LID and KID and WAKE AND MAKE. Poems often have rhymes.
- ☐ **Read the poem to the child. Then read the poem again, having the child repeat each line. Then discuss the symbolism in the poem. Discuss how a positive attitude can make everything, including learning, more pleasant**

The Valley of Grump

Margaret Colton, adapted by Jenny Phillips

The Valley of Grump is a sad, sad place
Everyone cries and fights all day,
No one has anything nice to say,
And trash is scattered all over the place.

The sun never shines in the Valley of Grump,
And there are no flowers in that smelly old dump,
No bees buzz, and no birds sing,
And no one there has ever seen spring.

Oh, it's so easy to slip into the Valley of Grump,
And find yourself in such a horrible slump.
But, oh it's so easy to get out, too—
Just put on a smile and say something kind,
And suddenly you'll be in the Valley of Nice.

Yes, the Valley of Nice is the best place to be.
The flowers dance and the birds always sing.
So, in the Valley of Grump, never stay long;
The Valley of Nice is where you belong.

#3: One and Two Letter Words

ASSESSMENT

- ☐ The child can read the following word chart in **40 seconds or less** with no more than one mistake.

it	at	on
as	am	I
up	an	a
in	if	is

#3: One and Two Letter Words (Part A)

- ☐ **Read to the child:** Today we are going to read some short words. First say the sound for each letter. Use the short sound for the vowels. Then put the sounds together. (Note: Even if the child can read the words, it is helpful for her to learn the skill of separating sounds in preparation for more challenging words.)

i t
it

u p
up

a t
at

u s
us

i n
in

a n
an

- ☐ **Read to the child:** Now I want you to tell me how to spell some words. I will say the word. You first say each sound in the word, and then write the letters. (For example, when spelling the word IT, the child will say the sounds /i/ and /t/ and then write the letters I and T. This will help the child to learn how to decode and encode words when spelling and reading.)

it

up

us

at

#3: One and Two Letter Words (Part B)

- ☐ **Read to the child:** Today we are going to read some more short words. First say the sound for each letter. Use the short vowel sounds. Then put the sounds together.

i f
if

o n
on

u p
up

i s
is

a t
at

u p
up

- ☐ **Read to the child:** Now I want you to tell me how to spell some words. I will say the word. You first say each sound in the word, and then write the letters. (For example, when spelling the word IT, the child will say the sounds /i/ and /t/ and then write the letters I and T. This will help the child to learn how to decode and encode words when spelling and reading.)

if

on

at

is

#3: One and Two Letter Words (Part C)

- ☐ **Read to the child:** The words I and A are only one letter long and have a long vowel sound. The word I is always capitalized. Capitalized means that we use an uppercase letter. [Have the child read and write the words I and A.](#)

I

a

- ☐ [Have the child read the following word chart. Help the child separate individual sounds if needed.](#)

as	in	on
it	a	an
am	at	us
up	I	if

- ☐ **Read to the child:** Now I want you to tell me how to spell some words. I will say the word, and you first say each sound in the word, and then write the letters.

if	on	am	is
----	----	----	----

- ☐ [Word Hop](#)

[Write the following words on cards. Lay the words out in a trail \(in random order\). Have the child read the word and then hop next to it, and so on, until he gets to the end of the trail.](#)

as it am up in a I if on

#4: Simple Words

ASSESSMENT

- ☐ The child can read the following word chart in **40 seconds or less** with no more than one mistake.

kid	yes	has
dig	mom	him
rat	hat	did
net	can	fox

- ☐ The child can spell the following words.

mom	dog	fox
------------	------------	------------

#4: Simple Words (Part A)

- ☐ **Read to the child:** Today we are going to read some three-letter words. First say the sound for each letter. Then put the sounds together. Use the short vowel sound. (Note: Even if the child can read the words, it is helpful for her to learn the skill of separating sounds in preparation for more challenging words.)

m o m
mom

c a n
can

n e t
net

d i g
dig

d a d
dad

k i d
kid

h a s
has

y e s
yes

n o t
not

- ☐ **Read to the child:** Now I want you to tell me how to spell some words. I will say the word. You first say each sound in the word, and then write the letters. (For example, when spelling the word IT, the child will say the sounds /i/ and /t/ and then write the letters I and T. This will help the child to learn how to decode and encode words when spelling and reading.)

mom

dog

dig

dad

- ☐ ☐ ☐ **Mini Book: Mom and Dad** (Have the child read the book on three different days.)

#4: Simple Words (Part B)

- ☐ **Read to the child:** God put animals on this earth. Animals are a blessing to us. They provide things such as eggs, wool, and milk. For thousands of years, animals have helped people work and travel. For example, oxen have pulled plows, and horses have pulled wagons. Animals are also interesting to study and bring us great joy! We may play with dogs, feel soft kittens, watch birds soar in the sky, and ride on ponies. We should be grateful for animals and always treat them with kindness. Let's practice reading some names of animals. First say the sound for each letter. Then put the sounds together. After you read the words, draw a line to match the word to its picture. Here's an interesting note: yaks are large, long-haired, horned mammals that live in Tibet.

d o g
dog



r a m
ram



c a t
cat



f o x
fox



y a k
yak



h e n
hen



p i g
pig



b a t
bat



- ☐ ☐ ☐ **Mini Book:** *Is it a Dog?* (Have the child read the book on three different days.)

#4: Simple Words (Part C)

- ☐ **Read to the child:** What does it mean to be grateful? There are so many things for which to be grateful—many things that we may not even think about. Let's practice reading some things for which we are grateful. After we read each word, let's talk about what life would be like without that thing. Then, draw a line to match the name to the picture. Here's an interesting note: when we are grateful, we are happier. We can become more grateful by thinking of things we are grateful for when we pray. Instead of just saying, "I thank Thee for this day," you can think about so many little and big things for which you are grateful. You can also practice being more grateful just by noticing the things around you in life that are blessings. OK, let's read! First say the sound for each letter. Then put the sounds together.

b e d
bed



t u b
tub



m a p
map



p o t
pot



j e t
jet



g a s
gas



s u n
sun



- ☐ ☐ ☐ **Mini Book: *Is it a Cat?*** (Have the child read the book on three different days.)

THE GOOD & THE BEAUTIFUL - LEVEL K

#4: Simple Words (Part D)

- ☐ [Read to the child:](#) Today we are going to read some more three-letter words. We will also read some four-letter words where two S's together make the sound of one S, and where CK makes the sound /K/.

b i g

big

r i p

rip

s a c k

sack

w e b

web

r a n

ran

R i c k

Rick

s e t

set

p a t

pat

l i c k

lick

l e s s

less

n o t

not

m o p

mop

m e s s

mess

n e t

net

j o g

jog

m i s s

miss

r o c k

rock

j u g

jug

k i s s

kiss

s i c k

sick

h a s

has

- ☐ [Dictate the following words.](#) (If desired, use a letter tiles app.) Explain to the child that before I, E, or Y, use "K" for the /K/ sound. Otherwise, use "C."

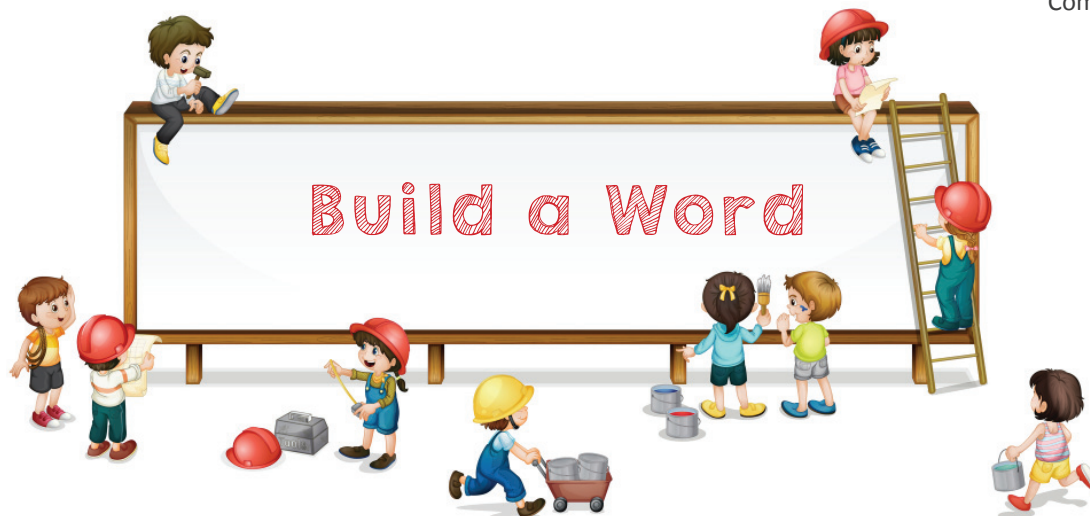
cat

rip

cup

kit

- ☐ ☐ ☐ [Mini Book: A Pet](#) (Have the child read the book on three different days.)
- ☐ [Worksheet: Build a Word](#)
- ☐ [Worksheet: Is it True?](#)



Using letters from the yellow letter bank, create four different words. Remember every word must have a vowel.

1. _____
2. _____
3. _____
4. _____

a d o
b e
m g

Using letter pairs from the blue letter bank, create four different words that end with CK.

1. _____ ck
2. _____ ck
3. _____ ck
4. _____ ck

li
sa
ki
si

Is it True?

Read each sentence out loud. Then circle the sentence if it is true. Cross out the sentence if it is false. This worksheet includes the challenge word HAVE.

1. I have a pet bug.
2. Mom is fun.
3. Dad has a fox on his bed.
4. I am a kid.
5. I have a big fat rat.
6. I have a box of logs.
7. I have a pet cat.

Add a letter to make a word.

1. ig
2. at
3. og
4. it



#4: Simple Words (Part E)

- ☐ **Read to the child:** In this section, we learned about being grateful. One thing we can be grateful for is art. Art can bring us joy. Look at the painting on this page. Do you think it would be hard to paint? It was painted by an artist from Russia named Mikhail Clodt who spent many years studying and practicing painting. One thing that can make a painting look so real is shadow and light. Show me where you see shadows in the painting. Show me where you see light. Do you think it would be fun to visit this place? What do you think is beautiful about this place? Now we are going to practice reading. Read the words in the boxes below. First say the sound for each letter. Then, put the sounds together. Then, read the words again and circle the word if you can see a picture of it in the painting.



h u t
hut

m a n
man

v a n
van

j e t
jet

m a p
map

b a t
bat

t u b
tub

r o c k
rock

l o g
log

b e d
bed

#5: Word Families

ASSESSMENT

- ☐ The child can read the following word chart in **60 seconds or less** with no more than one mistake.

dad	ham	sit	hot	rip
mad	jam	pit	run	mop
sat	map	fog	men	top
hit	nap	jog	zip	not

THE GOOD & THE BEAUTIFUL - LEVEL K

#5: Word Families (Part A)

- ☐ **Read to the child:** We are going to learn words that end with the following sound. First say the sound for each letter. Then put the sounds together to read the word. Use the short vowel sound.

it

Great! Now we are going to add a letter before the sound IT. Say the sound of the first letter, and then add IT.

sit hit fit kit bit pit

- ☐ **Read to the child:** Before I, E, or Y, use “K” for the /K/ sound. **Dictate the following words.** (If desired, use a letter tiles app.) **Remind the child to capitalize names.**

it

sit

cut

Kim

- ☐ **Read to the child:** We are going to learn words that end with the following sound. First say the sound for each letter. Then put the sounds together. Use the short vowel sound.

ad

Now we are going to add a letter before the sound AD. Say the sound of the first letter, and then add AD.

dad bad sad lad mad

- ☐ **Read to the child:** Wonderful! Let’s review words that end with the letters IT. First say the sound for each letter. Then put the sounds together.

it

Good job! Now we are going to add a letter before the sound IT. Say the sound of the first letter, and then add IT.

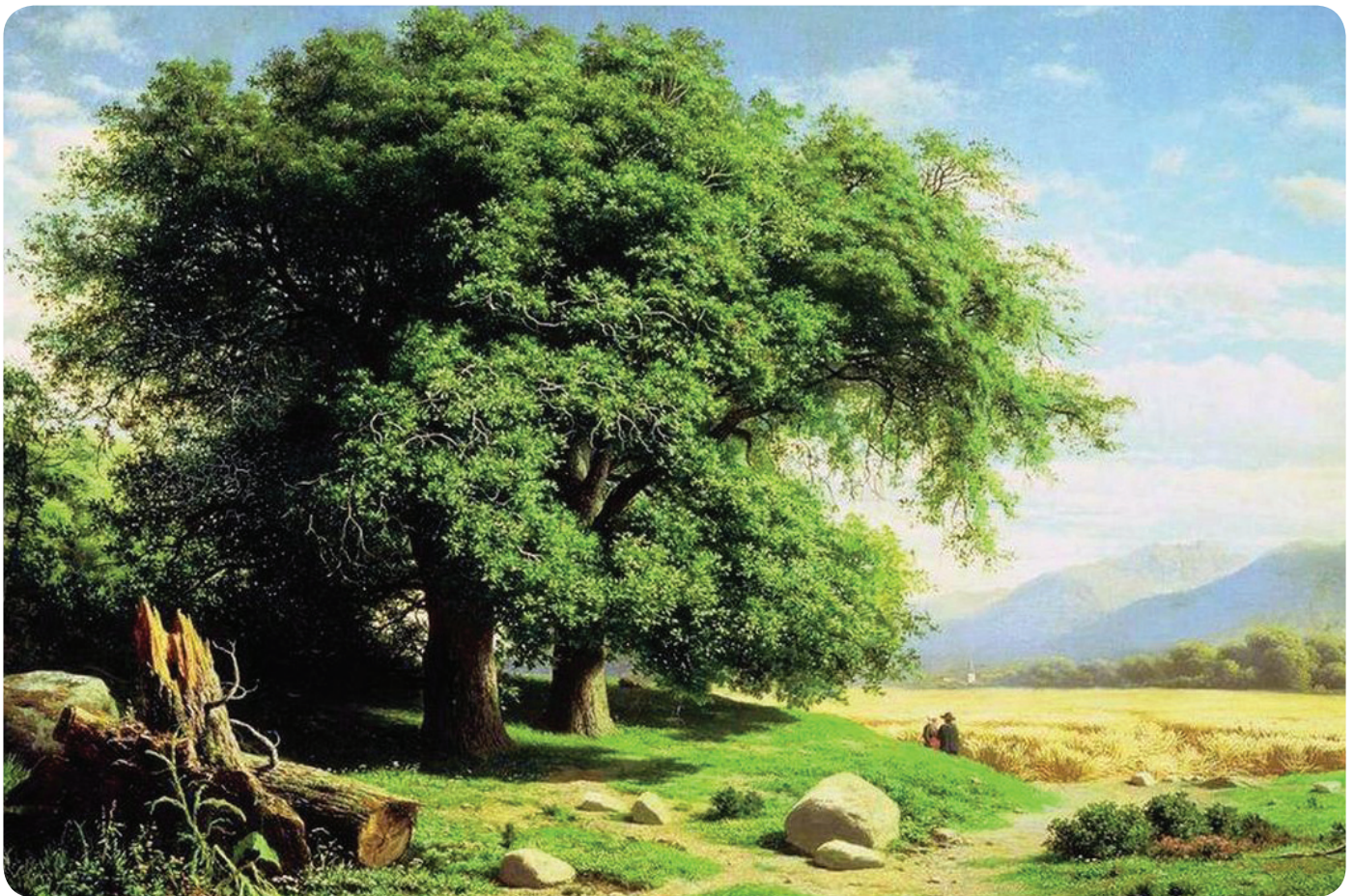
hit sit bit lit fit kit pit

#5: Word Families (Part B)

☐ [Worksheet: Match the Rhyme #1](#)

☐ [Read to the child:](#) Look at the painting on this page. This is another painting by Mikhail Clodt. It was painted 130 years ago before cameras were invented. This painting gives us a chance to see a scene in Russia that is not even there anymore. What do you think is beautiful about this place? Would you enjoy taking a bike ride on the trail shown in the picture? Would you enjoy having a picnic under the tree? Show me where you see shadow and light in this picture. Part of the painting has a lot of detail, and part of the painting does not. Show me the parts of the painting that have a lot of detail. Show me the parts of the painting that do not.

Now we are going to practice reading. Read the words in the boxes below. If you cannot read the word, sound out each letter, and then put the sounds together. Then, read the words again, and circle words which you can see a picture of in the painting.



hut

man

van

jet

box

log

tub

pig

hat

rug

rock

fan

bag

dog

map

☐ [Read to the child:](#) Read these words, which are things you could do in this picture. Circle your favorite two things to do:

dig

run

see

look

hum

sit

Match the Rhyme #1

Read to the child: Rhyming words end with the same sounds.

Read the words on each line. Cross out the word that does not rhyme with the other words on the line.

1. bad sad hit

2. sit mad lad

3. kit pit dad

4. hit mad lad

5. bad fit sad

6. it sit sad

7. bad mad bit



Read the word. Then think of words that rhyme with the word, and say them out loud.

1. bad

2. kit

3. mad

#5: Word Families (Part C)

- ☐ **Read to the child:** We are going to learn words that end with the following sound. First say the sound for each letter. Then put the sounds together to read the word. Use the short vowel sound.

am

Great! Now we are going to add a letter before the sound AM. Say the sound of the first letter, and then add AM.

Sam ham jam yam Pam

- ☐ **Read to the child:** Great job! Point to the words on the line above that start with a capital letter. Those are names. Names always start with a capital letter. Let's review words that end with the letters IT.

hit sit bit lit fit kit pit

- ☐ **Dictate the following words.** (If desired, use a letter tiles app such as Sound Literary.) Explain to the child that before I, E, or Y, use "K" for the /K/ sound. Otherwise, use "C."

cat

can

hit

kid

cap

- ☐ **Have the child read this poem:**

~~Dog and Cat~~

Dog and cat

Pig and rat

Run and run

In the sun



#5: Word Families (Part D)

- ☐ **Read to the child:** We are going to learn words that end with the following sound. First say the sound for each letter. Then put the sounds together to read the word. Use the short vowel sound.

en

Great! Now we are going to add a letter before the sound EN. Say the sound of the first letter, and then add EN.

Ben den men pen Ken hen

- ☐ **Read to the child:** Great job! Point to the words on the line above that start with a capital letter. Those are names. Names always start with a capital letter. Let's review words that end with the letters AD.

pad bad sad lad mad

- ☐ **Read to the child:** Before I, E, or Y, use "K" for the /K/ sound. [Dictate the following words.](#)

men	hen	cap	
sad	bad	kit	dad

- ☐ [Worksheet: Match the Rhyme #2](#)
- ☐ ☐ ☐ [Mini Book: Ben Has a Book](#) (Have the child read the book on three different days.)
- ☐ [Have the child read this poem:](#)

Ben
Ben is a lad
He is not bad
He helps his mom
If she is sad



Match the Rhyme #2

Read to the child: Rhyming words end with the same sounds.

Read the words on each line. Cross out the word that does not rhyme.

1. bad sad hit

2. sit mad lad

3. Sam ham pen

4. hit den men

5. Ben Ken Pam

6. jam yam sad

7. ham pen men



Read the word. Then think of words that rhyme with the word, and say them out loud.

1. fit

2. Sam

3. dad

#5: Word Families (Part E)

- ☐ **Read to the child:** We are going to learn words that end with the following sound. First say the sound for each letter. Then put the sounds together to read the word. Use the short vowel sound.

un

Great! Now we are going to add a letter before the sound UN. Say the sound of the first letter, and then add UN.

run fun gun bun sun

- ☐ **Read to the child:** We are going to learn words that end with the following sound. Say the sound for each letter, and then put the sounds together.

ip

Excellent! Now we are going to add a letter before the sound IP. Say the sound of the first letter, and then add IP.

dip hip lip rip sip tip zip

- ☐ **Read to the child:** We are going to learn words that end with the following sound. Say the sound for each letter, and then put the sounds together.

op

Good job! Now we are going to add a letter before the sound OP. Say the sound of the first letter, and then add OP.

cop hop mop pop top

- ☐ ☐ ☐ [Mini Book: I Can](#) (Have the child read the book on three different days.)
- ☐ [Worksheet: Match the Rhyme #3](#)
- ☐ ☐ ☐ [Mini Book: Dogs and Cats](#) (Have the child read the book on three different days.)

Match the Rhyme #3

Read to the child: Rhyming words end with the same sounds.

Read the words on each line. Cross out the word that does not rhyme.

1. dog hog pit
2. bun Sam ham
3. bad jog sad
4. hit not rot
5. not gun dot
6. lip rip run
7. fog pen men



Read the word. Think of words that rhyme, and say them out loud.

1. hog
2. fun
3. rot

#6: Ending Consonant Blends

ASSESSMENT

- ☐ The child can read the following word chart in **50 seconds or less** with no more than one mistake.

best	soft	camp
bend	fast	must
jump	test	lost
nest	help	sent

- ☐ The child can spell the following words.

land	dust	help
------	------	------

#6: Ending Consonant Blends (Part A)

- ☐ **Read to the child:** Today we are going to read some words that have two consonants together. First say the sound for each letter. Then put the sounds together. Use the short vowel sound. (Note: Even if the child can read the words, it is helpful for him to learn how to separate individual sounds.)

j u m p
jump

s o f t
soft

b e s t
best

f a s t
fast

l a s t
last

h e l p
help

- ☐ **Read to the child:** Now we are going to spell some words with letter tiles. I will say the word, and you say each sound in the word. Then spell the word with tiles. (Use a [letter tiles app](#).)

best

lost

rest

test

#6: Ending Consonant Blends (Part B)

- ☐ **Read to the child:** Today we are going to read some words that have two consonants together. First say the sound for each letter. Then put the sounds together. Use the short vowel sound. (Note: Even if the child can read the words, it is helpful for him to learn how to separate individual sounds.)

d e s k
desk

w e n t
went

s e n t
sent

c a m p
camp

j u n k
junk

l a m p
lamp

- ☐ **Dictate the following words.**

jump

fast

cost

cast

- ☐ ☐ ☐ **Mini Book: *Boys and Girls*** (Have the child read the book on three different days.)

#6: Ending Consonant Blends (Part C)

- ☐ **Read to the child:** Today we are going to read some words that have two consonants together. First say the sound for each letter. Then put the sounds together.

h a n d
hand

l a n d
land

s a n d
sand

f a s t
fast

n e s t
nest

d u s t
dust

p o n d
pond

m e l t
melt

b e l t
belt

h a n d
hand

b e s t
best

h e l d
held

- ☐ **Read to the child:** I will say a word. You say each sound in the word, and then write the letters.

list

lift

soft

best

- ☐ ☐ ☐ **Mini Book:** *My Cat is Lost* (Have the child read the book on three different days.)

#6: Ending Consonant Blends (Part D)

- ☐ **Read to the child:** Today we are going to read some words that have two consonants together. First say the sound for each letter. Then put the sounds together.

f e l t
felt

p a s t
past

l i s t
list

h i n t
hint

b u m p
bump

s e n d
send

p e s t
pest

l o s t
lost

m a s k
mask

- ☐ ☐ ☐ **Mini Book: Kids** (Have the child read the book on three different days.)

REVIEW

- ☐ **Read to the child:** Let's review.
1. When a vowel is long, it says its _____. [name]
 2. How many letters are in the alphabet? [26]
 3. What are the vowels? [a, e, i, o, u, and sometimes y]
 4. Every word has to have at least _____. [one vowel]
 5. A consonant is any letter that is not a _____. [vowel]

Reading Assessment

Reading assessments give the child practice reading and help you track reading progress.

- ☐ Administer **Reading Assessment A** in the Appendix.

#7: Reading Practice

- ☐ **Read to the child:** Nature can bring us a lot of joy, especially when we notice things in nature that are beautiful and interesting. We can enjoy things in nature through our senses: smell, taste, sight, sound, and touch. Look at the picture below. The boys in this painting by Winslow Homer seem to be enjoying some relaxing time out in a field. What senses do you think they are using to enjoy nature?

You are going to read some imaginary sentences about this painting. First, we will learn these new words. I will tell you what the words say, and then you read the words three times each.

feel see hear boys

- ☐ ☐ Have the child read the following sentences on two different days:

- | | |
|------------------------------------|--------------------------------------|
| 1. The boys can feel the wind. | 5. The boys will see a wasp land. |
| 2. The boys like to rest. | 6. The big boys felt a gust of wind. |
| 3. The boys can feel the hot sun. | 7. The boys will hunt for a nest. |
| 4. The big boys can hear the wind. | 8. The boys hear a duck and a bug. |



#8: More Simple Words

ASSESSMENT

- ☐ The child can read the following word chart in **60 seconds or less** with no more than one mistake.

mom	nap	wall	bug	bell
his	fill	miss	rug	tell
hut	as	kiss	hill	hug
map	has	win	will	bill

#8: More Simple Words (Part A)

- ☐ **Read to the child:** Today we are going to read some short words. First say the sound for each letter. Then put the sounds together.

ap

Great! Now we are going to add a letter before the sound AP. Say the sound of the first letter, and then add AP.

cap map tap nap

- ☐ **Read to the child:** Before I, E, or Y, use “K” for the /K/ sound. [Dictate the following words.](#)

cap	lap	map	nap
-----	-----	-----	-----

- ☐ **Read to the child:** Now we are going to read some short words. First say the sound for each letter. Then put the sounds together. Remember that double letters only need to be pronounced once.

ill

Nice job! Now we are going to add a letter before the sound ILL. Say the sound of the first letter, and then add ILL.

will fill hill Bill

- ☐ **Read to the child:** At the end of one-syllable words, usually double the letters S, F, or L when they come right after a short vowel.

hill	Bill	will	pill
------	------	------	------

- ☐ **Word Hop**

Write the following words on cards. Lay the words out in a trail (in random order). Have the child read the word and then hop next to it until she gets to the end of the trail. (Keep the cards; this activity will be repeated.)

mom his as has miss kiss hit jog log hot dot sun rip zip pop will hill

#8: More Simple Words (Part B)

- ☐ **Read to the child:** Today we are going to read some short words. Say the sound of the first letter, and then add UG. Some of the letters have an S at the end to make the word plural, which means more than one.

bug dug hug mug
rug tug bugs hugs

- ☐ **Read to the child:** I want you to tell me how to spell some words. I will say the word, and you spell the word out loud.

hug

bug

rug

- ☐ **Read to the child:** We are going to read some short words. First say the sound for each letter. Then put the sounds together.

in

Nice job! Now we are going to add a letter before the sound IN. Say the sound of the first letter, and then add IN.

bin fin sin tin win

- ☐ **Read to the child:** I want you to tell me how to spell some words. I will say the word, and you first say each sound in the word, and then write the letters.

in



fin

win

- ☐ **Word Hop** (repeat from previous page)
- ☐ **Short Stories with Sight Words**

Short Stories with Sight Words



I do like Dad. He can help me. I sit by him. We are at the . It is fun to be by my dad. I like to sit in my dad's lap. Pam sits with us. She has a fun .



She can go up the hill fast on her bike. Beth can do it! She can go up all the hills. She has fun.

#8: More Simple Words (Part C)



- ☐ [Read to the child:](#) Look at the painting on this page by Joseph Moseley Barber. What do you think is beautiful about this place? How would you like this to be your back yard? One of the ways the artist made this painting look so real is by using lots of shades of color. For example, let's count how many shades of green we can find in the painting. Also, the artist used light and shadow as it would really look. Can you see patches of light and shadow on the ground? Now we are going to practice reading sentences that could be about the picture.
- ☐ ☐ [Have the child read the sentences on two different days.](#)

1. The boys and girl rest on the soft grass.
2. Can you see the moss?
3. The kids have a nest and a stick.
4. The kids will go up the hill.
5. The boy will not pick up a big rock.

#8: More Simple Words (Part D)

- ☐ ☐ ☐ **Mini Book: *Jill*** (Have the child read the book on three different days.)
- ☐ **Activity: Rhyming Cupcakes** Give the child 8 coins (nickels, dimes, etc.). Tell the child that he is supposed to buy the rhyming cupcakes on each row. Have the child read the words on each row of cupcakes, and then place the coins on the cupcakes that rhyme. (This activity is on the next page.)
- ☐ **Read to the child:** We are going to read some short words. Read the words in green, and then circle words that have the same ending on each line.

mom	ball	has	fall
but	cut	doll	rug
fell	miss	tell	yell
will	map	bill	hill
beg	leg	Meg	tug
miss	big	fed	Ted

- ☐ **Read to the child:** At the end of one-syllable words, usually double the letters S, F, or L when they come right after a short vowel. I will say a word and you write it.

fell

ball

fall

hill

- ☐ ☐ ☐ **Mini Book: *Small Things*** (Have the child read the book on three different days.)
- ☐ **Read to the child:** Let's review.
 1. When a vowel is long, it says its _____. [name]
 2. How many letters are in the alphabet? [26]
 3. What are the vowels? [a, e, i, o, u, and sometimes y]
 4. A consonant is any letter that is not a _____. [vowel]
 5. What are the long and short sounds for these vowels: A, E, I, O, U?



bell



man



pack



tell



got



pen



pick



lick



pill



will



lap



lip



win



hot



cut



nut

#9: Poetry

- ☐ Read the following poems to the child. Then read each poem again, having the child repeat each line. Then discuss the meaning of each poem.

Note: Explain that RUBBERS are rubber rain boots.

An April Day

Unknown

Now bless me! Where have my rubbers gone,

And where is my big umbrella?

It's pouring rain, and a minute ago,

It was just as clear as a bell!

Oh, here are my rubbers, and here's my umbrella—

But, dear! Dear me! I say,

The sun's out bright and the rain's all gone—

Did you ever see such a day!



Spider Webs

By Frederick Hall

My mamma says they're spider webs,

All sparkly with the dew,

And Mamma's right, she's always right,

And what she says is true.

But they're so weensy and so soft,

And white, that just for fun,

I call them little baby clothes

Drying in the sun.

- ☐ If desired, research spider webs with the child. Look up information online to find out more about fascinating spider webs. Use this as an opportunity to explore with the child and also to help him gain an inquisitive mind and an appreciation for God's marvelous creations.

ART PROJECT

- ☐ Spider Handprint
1. Use a paint brush to apply black paint to your child's palm and four fingers (omit the thumb).
 2. Have the child make a handprint on white paper.
 3. Turn the paper around, and make another handprint, overlapping the palm area.
 4. Paint over any extra white areas in the spider body, and let the paint dry.
 5. Paint a white smile and white circles for the eyes or attach google eyes.

#10: Short Words with Long Vowel Sounds

ASSESSMENT

- ☐ The child can read the following word chart in **30 seconds or less** with no mistakes.

be	me	try
he	by	sky
she	fly	fry
we	my	dry

- ☐ The child can correctly spell the following dictated words.

he	my	no	go
----	----	----	----

#10: Short Words with Long Vowel Sounds

- ☐ ☐ ☐ [Mini Book: Dan](#) (Have the child read the book on three different days.)
- ☐ [Read to the child](#): There are some very short words which have a long E at the end. Write HE and SHE on the board. These words are HE and SHE. The letters SH make the sound /SH/. Write BE, WE, and ME on the board. What do you think these letters spell?
- ☐ [Read to the child](#): There are some very short words where Y has the long I sound at the end. Write MY and TRY on the board. These words are MY and TRY. Write CRY, FLY, SPY, DRY and FRY on the board. What do you think these letters spell?
- ☐ [Read to the child](#): There are some very short words where the O at the end is long. Write GO, SO, and NO on the board. What word do you think these letters spell? Write TO and DO on the board. The words to and do are exceptions—they do not have a long O at the end.
- ☐ [Have the child read the following word chart](#):

be	we	fly	sky	cry	no
he	me	my	fry	go	do
she	by	try	dry	so	to

- ☐ [Dictate the following words and sentence.](#)

be	she	my	so	I try to fly.
----	-----	----	----	---------------

- ☐ [Worksheet: Short Words with E](#)
- ☐ ☐ [My Bugs](#) and [Try to Be Like Him](#) Have the child read these short stories on two different days.
- ☐ [Worksheet: Short Words with Y](#)
- ☐ [Dictate the following words and sentences. Read to the child](#): Before I, E, or Y, use “K” for the /K/ sound.

sky	we	cry	I kiss my mom.	Do not try to kill the bug.
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- ☐ ☐ ☐ [Mini Book: We Love to Read](#) (Have the child read the book on three different days.)

Short Words with E

There are some very short words which have a long E at the end.

Say It

Trace It

Say It

Trace It

he he

me me

be be

we we

see see

she she



Read the sentences out loud.

He is fun.

We can be nice.

She can be fun.

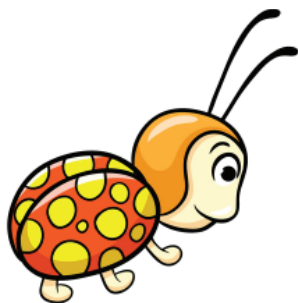
Mom likes me.

The bug likes me.

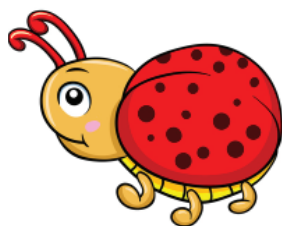
She can be big.

We pet a pig.

My Bugs



I spy a bug by me. He can sit. He can fly. He cannot cry. He is my bug. My mom comes. She sits by my bug. We like my bug.



I spy a bug by Mom. We try to get it. My bug cannot fly. She cannot fly in the sky. The bug sits by me. My bug is big and dry. My bug likes me and Mom.

Try to Be Like Him



I try to be like Jesus. I help my mom dry the cups. She is glad. I go and help my dad in the yard so he can rest. I read a book to the baby so she will not cry. Like Jesus, I want to be kind and good. I will try my best to be like Him in all I do. We can all try to be like Him.

Short Words with Y

There are some very short words where the Y at the end is long .

Say It

Trace It

by

by

Say It

Trace It

fly

fly

my

my

sky

sky

try

try

dry

dry



Read the sentences out loud.

We fly in the sky.

We try not to cry.

He sits by me.

She is my mom.

I try to fly.

She is in the sky.

I am not a spy.

#11: Poetry

- ☐ Read the following poem to the child. Then read the poem again, having the child repeat each line.

The Spelling Lesson

Unknown

Now, Pussy, you must be real good,
And learn to spell for me;
When I say, "Pussy, what is this?"
You must say, "That is C."

Don't scratch, and twist, and turn about,
And try to get away;
But, Pussy, please to try and learn:
This is the letter A.

There now, that's nice, you're doing well;
Oh, dear! Where can she be?
Just as I'd taught her how to spell
Clear to the letter T.

She jumped and ran away so fast,
She must have seen a rat;
And now how will she ever know
That C-A-T spells cat.



#12: Simple AY Words

ASSESSMENT

- ☐ The child can read the following word chart in **30 seconds or less** with no mistakes.

day	pay	ray	stay
say	lay	hay	pray
may	way	play	yay

#12: Simple AY Words (Part A)

- ☐ **Read to the child:** The letters AY make the long A sound, as in the word DAY. First say the sound that A and Y make together.

ay

That's right! Now we are going to add a letter before the sound AY. Say the sound of the first letter or letters, and then add AY.

say may pay play way stay

- ☐ **Read to the child:** I will say the word. You first say each sound in the word, and then write the letters.

way

pay

play

- ☐ ☐ ☐ **Play and Pray** (Have the child read on three different days.)
- ☐ ☐ ☐ **Mini Book: Who Can Pray?** (Have the child read the book on three different days.)
- ☐ **Have the child read this poem:**

The End of Day

I sit by Mom at the end of day,
And she helps me to pray.
She tucks me in my bed all snug,
And has nice things to say.



- ☐ **Read to the child:** When the vowels A and Y go walking together, what sound do they make? [the long A sound] First say the sound that A and Y make together [/ay/]. That's right! Now we are going to add a letter before the sound AY. Say the sound of the first letter or letters, and then add AY.

hay ray lay way pray tray

- ☐ **Read to the child:** I will say the word. You first say each sound in the word, and then write the letters.

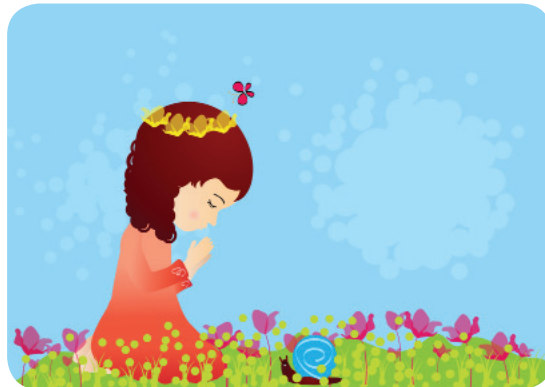
day

pray

Play & Pray



Yay! I may play. Dan may stay and play. We play my way, and we play his way. We play all day.



I may pray to God. I do not lay when I pray. I sit or stay on my knees. My mom prays. My dad prays, too.

THE GOOD & THE BEAUTIFUL - LEVEL K

#12: Simple AY Words (Part B)

- ☐ **Read to the child:** Look at the painting on this page. Some pictures focus on people; some pictures focus on the landscape. What does this picture focus on? This is another painting by Mikhail Clodt—the last of his paintings that we will study. This painting, like the last one we looked at, was painted over 130 years ago. Let's make a list of ways in which this scene is different from where you live. (Help the child see details such as the type of roofs, cement versus dirt paths, houses not close together, cows right outside the house.) What would you like about living in the scene of the painting? What do you like about living at your house? Would you enjoy taking a boat ride with me on the river in this scene? Would you like to lay out a blanket under the big tree and read a book with me? Let's look for shadow and light in this picture.



- ☐ **Read to the child:** Now we are going to practice reading words with the letter combination AY. Read the sentences in the boxes below. The sentences are questions. If the sentence does not sound like a question, I will ask you to read the sentence again. If you cannot read a word, sound out each letter, and then put the sounds together. These are questions you could ask the little girl in this picture.

Will you play on the rock?

May I stay in the hut?

May I stay and play with logs?

Will the cow lay all day?

Do you like to play on the grass?

Is hay on top of the hut?

- ☐ ☐ ☐ **Mini Book: Kick It, Hit it, Toss It** (Have the child read the book on three different days.)

Your child is now ready to start reading Section 1 of the *Level K Reader*!

Section 1 of the *Level K Reader* is composed of

- simple three-letter words (or words with three phonograms)
- sight words being learned in this course
- short words with long vowel sounds
- words that use the phonogram AY

Have the child read Section 1 of the reader to you at least once before moving on with this course. Alternately, you may have the child read wholesome books that use the phonic principles listed above.

Once the child has read Section 1 to you, continue on with the course while having the child reread at least one story from section 1 of the reader to you each day.

#13: Poetry

- ☐ Read the following poems to the child. Then read each poem again, having the child repeat each line. Then discuss the meanings.

Do You Know How Many Stars?

Unknown

Do you know how many stars
There are shining in the skies?
Do you know how many clouds
Every day go floating by?
God in heaven has counted all,
He would miss one should it fall
Do you know how many children
Go to little beds at night,
And without a care or sorrow,
Wake up in the morning light?
God in heaven each name can tell,
Loves you, too, and loves you well
With a merry, willing heart.

The Sweetest Place

Unknown

A meadow for the little lambs,
A honey hive for bees,

And pretty nests for singing birds

Among the leafy trees.

There's rest for all the little ones

In one place or another;

But who has half so sweet a place

As baby with her mother?

The little chickens cuddle close,

Beneath the old hen's wing;

"Peep! Peep!" they say, "We're not afraid

Of dark or any thing."

So, safe and sound, they nestle there,

The one beside the other;

But safer, happier, by far,

Is baby with her mother.



#14: Sentences

ASSESSMENT

- ☐ The child can read the following sentences in **50 seconds or less** with no more than one mistake.

I can jog.

Are you sad?

I am hot.

The dog is fun.

Mom has ham.

#14: Sentences (Part A)

- ☐ **Read to the child:** A sentence is a group of words that tells a complete thought. Sentences always start with a capital letter. Sentences always end with end punctuation: a period . , question mark **?**, or an exclamation mark **!**.

What kind of punctuation mark do the numbered sentences below have at the end? [period] Point to all of the periods. A period tells us when a sentence stops.

- ☐ **Read to the child:** The sentences you are going to read use the following words, which are some of the most commonly used words. We will memorize these words.

the a I you are

- ☐ **Have the child read the following sentences.**

1. The dog is big.
2. The cat is mad.
3. You are not a dog.
4. Ben is not mad.
5. You are not a hog.
6. You are sad.
7. Tim has a ball.
8. A bug can fly in the sky.

#14: Sentences (Part B)

- ☐ **Read to the child:** Let's review. A sentence is a group of words that tells a complete thought. Sentences always start with a capital letter. Sentences always end with end punctuation: a period . , question mark ? , or exclamation mark !.

What kind of punctuation mark do you see at the end of the numbered sentences below?
[question mark] Point to all of the question marks. A question mark tells us where the sentence stops and that the sentence is a question.

- ☐ **Read to the child:** The sentences you are going to read use the following words, which are some of the most commonly used words. We will memorize these words.

the a I you are

- ☐ **Have the child read the following sentences. Encourage the child to make the sentences sound like questions.**

1. Are you sad?
2. Are you Pam?
3. Is a pig a hog?
4. Is a cat fun?
5. Can you run?
6. Is the sun hot?
7. Is the dog big?

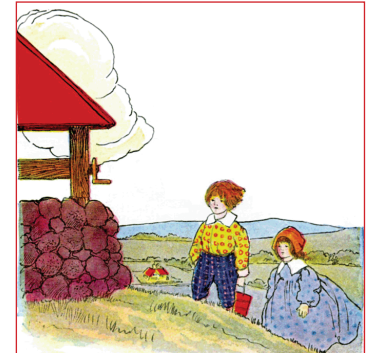
Match the Sentences

Read each sentence out loud. Then draw a line from the sentence to the picture that matches it.

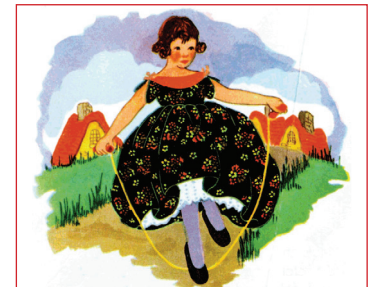
Jack and Jill can go up the hill.



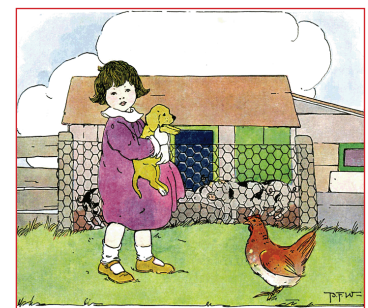
Ann sits on her Mom's lap.



She can hug the dog.



The cat sits by Tom.



Kim can jump.



#14: Sentences (Part C)

☐ **Read to the child:** Let's review. A sentence is a group of words that tells a complete thought. What kind of punctuation mark do the numbered sentences below have at the end? [exclamation mark] Point to all the exclamation marks. An exclamation mark tells us where the sentence stops and tells us that the sentence shows a strong feeling such as excitement or fear.

☐ **Have the child read the following sentences.** Encourage the child to make the sentences sound like exclamations.

1. Sam is lost!
2. The dog is mad!
3. The dog will get us!
4. The cat is fun!
5. I fell in a pit!
6. You are lost!
7. The sun is hot!

☐ **Read to the child:** What kind of punctuation mark do the numbered sentences below have at the end? [periods] Point to all the periods.

☐ **Have the child read the following sentences.** Encourage the child to pause briefly at the periods.

1. My dog and I sit on a log. A bug is on the log, too. We all sit on the log.
2. The sun is not hot. The fog hid the sun.
3. I see a bug on a web. The bug will not get me.
4. You can sit on my bed. I will sit by you.
5. I will rest by the log. The grass is soft.
6. I sent a gift to Bill. He is sick. I try to help him.

#14: Sentences (Part D)

☐ Read to the child:

Let's study the painting on this page. The painting is called "The Blue Boy." This painting does not have as much detail as the paintings we studied earlier in the course by the Russian painter. Those were made with oil paints. The painting on this page was made with watercolors. It is harder to create a lot of detail with watercolor, but watercolors can give a painting a softer feel. What do you think the boys are looking at? What season do you think it is? Why do you think the boy has no shoes on? Why do the boys wear hats? What is the focus of the picture—the people or the landscape?

Let's use this painting to practice some reading. What kind of punctuation mark do the numbered sentences below have at the end? [question mark] Point to all of the question marks. A question mark tells us where the sentence stops and that the sentence is a question. Read the questions below so that they sound like questions. These are questions you could ask the boys in the painting. If the sentence does not sound like a question, I will have you read it again. I will help you with words that have sounds you have not yet learned. Read all of the questions two times.

1. Is the sun hot?
2. Are you Ben and Dan?
3. Do you have a dog?
4. Will you run?
5. What can you see?
6. Will you run down the hill?
7. Will you sit down by him?
8. Will you go now?
9. What do you see?
10. When will the sun go down?



Winslow Homer, 1836-1910

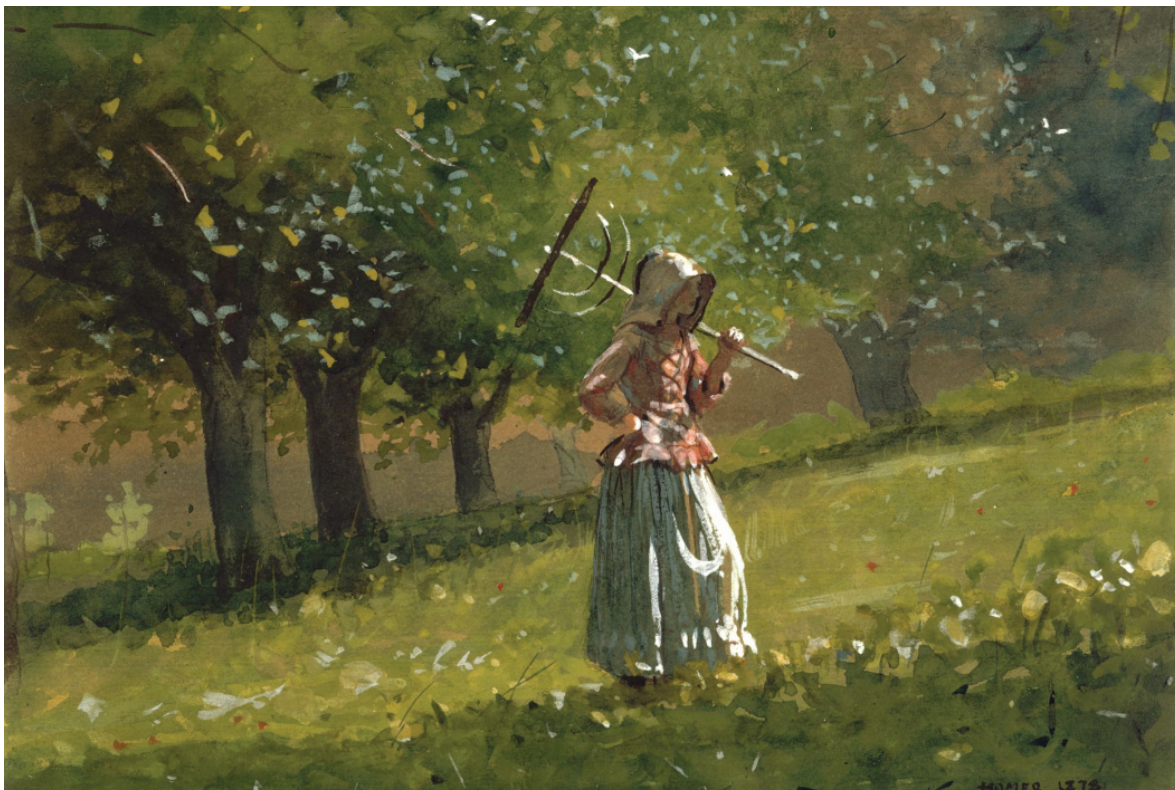
#14: Sentences (Part E)

☐ Read to the child:

Let's study the painting on this page. It is called "Hay Rake." This painting was created with watercolors by the same artist as the painting on the previous page. A hay rake was used to rake up hay after it was cut. Hay is used to feed animals like cows, horses, goats, and sheep. It was a lot of work to run a farm, especially before big farm machines were invented. Many children in the 1800s who lived in the country worked on farms alongside the grown ups. Why do you think the girl wears that kind of hat? What is the focus of the picture—the people or the landscape? Can you see the light on the girl's clothes? This helps draw our eyes first to the girl, which is the focus of the picture. Do you think the girl is resting or noticing the beauty around her or both?

Let's use this painting to practice some reading. Read the sentences below that could be about the painting. Read each set of sentences twice. Pause briefly after each period.

1. It is day. She will help get the hay. The hay is for the cows.
2. The girl will not stay at the spot long. She will get the hay and play for a bit.
3. It is fun to get the hay. She will try to do her job well. She likes to do it.
4. The sun is on the girl. But the sun is not too hot. Her hat will stay on.
5. She will stop and sit down in a bit. She will look at the sky and see a bug fly.



Winslow
Homer,
1836-1910

- ☐ If desired, have the child use watercolors to create their own picture. Encourage them to use different shades of color when painting grass, trees, or sky.

Reading Assessment

- ☐ Administer **Reading Assessment A** in the Appendix for the second time.

#15: Short Stories About Honesty

Note: Read one story a day from this section while continuing on with other lessons. If desired, discuss the story with the child, and/or have the child retell the stories in her own words.

Note: Having the child repeat complete, well-formed sentences at a young age helps her developing mind grasp and cement proper and beautiful language patterns. In addition, it is a good memory exercise for the brain. Also, exposing the child to gentle, moral stories at a young age will help her develop moral character and prepare her for literature with high moral and literary merit instead of needing fast-paced, thrilling, easy-read literature. These stories are adaptations of stories by Lois Bates.

- ☐ **Read to the child:** I am going to read you a short story called *The Canary*. Please repeat each sentence after me during the first three paragraphs.

The Canary

There was once a little boy who said that whenever he was going to do anything wrong, he heard two voices speaking to him. Do you know what he meant? Perhaps this story will help you.

The boy's name was Cecil. Cecil's father had a very beautiful and rare canary. This marvelous bird had been brought from far over the sea. It had been given as a present to Cecil's father.

Cecil often helped to feed the canary and give it fresh water. Sometimes his father would allow him to open the door of the cage. The bird would come out and perch on Cecil's hand. This delighted Cecil very much, but he was not allowed to open the door of the cage unless his father was with him.

One day, however, Cecil came to the cage alone, and while he watched the canary, a little voice said, "Open the door and take him out; father will never know." That was a wrong voice, and Cecil tried not to listen. It would have been better if he had gone away from the cage, but he did not, and the voice came again, "Open the door and let him out." And another little voice said, "No, don't; your father said you must not."

But Cecil listened to the wrong voice; he opened the door gently, and out flew the pretty bird. First it perched on his finger; then it flew about the room. Cecil had not noticed that the window was open.

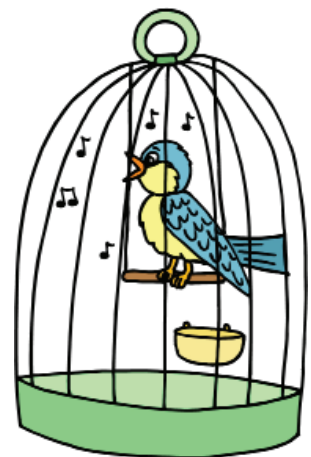
Before he knew it, the canary flew out the window, and poor Cecil burst into tears. "Oh! if I had listened to the good voice, the right voice, and not opened the door! Father will be so angry."

Then the bad voice came again and said, "Don't tell your father; say you know nothing about it." But Cecil did not listen to the bad voice this time; he was too brave a boy to tell his father a lie, and he determined to tell the truth and be punished, if necessary.

Of course his father was very sorry to lose his beautiful canary, and more sorry still that his little son had been disobedient, but he was glad that Cecil told him the truth.

Now do you know the two things that the wrong voice told Cecil to do? It told him (1) Not to obey, and (2) Not to tell the truth. I think we have all heard those two voices, not with our ears, but within us. Let us always listen to the good voice—the right voice.

1 Kings 1:19: The Lord speaks with a "still small voice."



- ☐ **Read to the child:** I am going to read you a short story called *Mabel and Her Dog Fritz*. Please repeat each sentence after me during the first three paragraphs.

Mabel and Her Dog Fritz

This is a story of a dear little curly-headed girl called Mabel, whom everybody loved. She was so bright and happy and good-tempered, one could not help loving her. When you looked into her clear, blue eyes, you could see that she was a truthful child. She had nothing to hide. For she tried to listen to the Good Voice, and do what was right.

One day Mabel was having a romp with her little dog, Fritz, in the kitchen. Up and down she chased him. Away the dog went, jumping over the chairs and hiding under the dresser. Mabel chased him until at last he leaped on the table. Mabel reached up to grab him. They both knocked a stack of clean, folded laundry onto the floor. Mabel had been giving Fritz some water to drink a little before this. In doing so, she had spilt a good deal of water on the floor. So the clean clothes rolled into the puddle and were quite spoiled.

Mabel's mother happened to come in just after the laundry fell, and the dog jumped down from the table at the same moment. Mabel's mother thought the dog had ruined the laundry, and Mabel did not tell that she had knocked it off too, so poor Fritz was chained up in his kennel and kept without dinner as a punishment.

Mabel felt sad about it all the rest of the day, and when she was put to bed at night, and mamma had left her, she did not go to sleep as usual, but tossed about

on the pillow until her little curly head was quite hot and tired. Then she began to cry. Mabel was listening to the Good Voice now, and it said, "Oh, Mabel, you helped Fritz ruin the laundry, and he got all the blame. How mean of you!" Mabel sobbed louder when she thought of herself as being mean, and her mother, hearing the noise, came to see what was the matter. Then Mabel confessed all, and her mother said, "Perhaps my little girl did not know that we could be untruthful by not speaking at all, but you see it is quite possible."

I do not think Mabel ever forgot the lesson which she learned that you can be dishonest without saying anything.



- ☐ **Read to the child:** I am going to read you a short story called *The Prize*. Please repeat each sentence after me during the first two paragraphs. An examination is a test. Exam is short for examination.

The Prize

It was time for the big final examination at school. The boys and girls were all at their desks ready for the questions. Will Jones' desk was next Tom Hardy's. Everybody thought that one of these two boys would win the prize.

As soon as the questions had been given out, the boys set to work. Tom answered all his questions on a scrap of paper first. Then he wrote the answers neatly onto his exam. After handing his exam to the master, Tom left the room.

Unfortunately, Tom left the scrap of paper, on which he had written his answers, lying on the desk. Will snatched it up, and looked to see if his answers were the same. No! Two answers were different. Tom's were sure to be right, so Will copied the sums from Tom's scrap of paper. It was stealing, of course, just as much stealing as if he had taken Tom's pen or pocket-knife. Besides, it



is mean to let someone else do the work and then steal it from them.

Of course Will was not happy. There was a little voice within him that would not let him rest, and when the boys kept talking about the prize for the exam, and wondering who would get it, he felt as though he would like to go and hide somewhere because he was so ashamed. That is one of the results of wrong doing, as we said before—it always makes us ashamed.

At last the day came when the master would tell who were the prize-winners. The boys were all sitting at their desks listening as the master read out these words:

“Tom Hardy and Will Jones have all their sums right, but as Will’s paper is the neater of the two, he will take the first prize.”

The boys clapped their hands, but Will was not glad. The voice within spoke louder and louder, so loudly that Will was almost afraid some of the other boys would hear it, and his face grew red and hot. At last he determined to obey the good voice and tell the truth, so he rose from his seat, walked up to the master, and said: “Please, sir, the prize does not belong to me, for I stole two of my answers from Tom Hardy. I am very sorry.”

The master was greatly surprised, but he could see that Will was very sorry and unhappy. He held out his hand to him, and said: “I am glad, Will, that you have been brave enough to confess this. It will make you far happier than the prize would have done, seeing that you had not honestly won it.”

So the prize went to Tom, and Will was never guilty of copying again; he remembered too well the unhappiness that followed it.

- ☐ **Read to the child:** I am going to read you a short story called *The Baseball*. Please repeat each sentence after me during the first three paragraphs.

The Baseball

Jake and Mason were playing baseball in a field. There was a high row of bushes on one side of the field. On the other side of the bushes was a garden with a glass greenhouse.

The boys had been playing for some time when one of them hit the ball very hard. It flew over the high row of bushes. Both of the boys heard the loud crash of breaking glass.

The boys were hurrying away when the gardener came and stopped them, asking, “Have you sent a baseball over the bushes into my greenhouse?”

The boy who had struck the ball answered, “I did not see a ball go into your greenhouse,” and the other boy said, “Neither did I.”

They did not see the ball break the glass, but they both knew that it had crashed into the greenhouse, and though the words they spoke might be true, the lie was there all the same.

The boys both had an uneasy feeling inside. For weeks, they did not tell anyone about the ball.

Jake finally could not stand it any longer and wanted to get rid of the bad feeling he had inside. He went and talked to Mason. “We should tell the truth about the greenhouse.”

Mason hung his head. “Yes, I know.”

So the two boys told their parents. The next day, the boys and their parents went to the gardener, and the boys told them what had happened. The kind gardener smiled gently and forgave the boys. Then a plan was made for the boys to work in the garden for one hour a day for the rest of the summer to pay for the damage to the greenhouse.

The boys were surprised to find that they actually enjoyed the work. Not only did they learn a lot about plants, but they

also made a great new friend—the gardener who had wonderful stories and was always cheerful. And best of all, the bad feelings the boys had were replaced with happy, good feelings.



#16: B & D Recognition

ASSESSMENT

- ☐ The child can read the following word chart in **90 seconds or less** with no more than two mistakes.

dad	duck	bin	web	bed	bag
bad	bill	mad	sad	bug	bell
did	big	box	red	kid	dog
bid	bun	bib	lip	bat	lid
dip	dust	fib	had	fed	bus

- ☐ The child can write a lowercase d and b with correct formation. (Start with the circle first with a “d” and the line first with “b.”)

#16: B & D Recognition

- ☐ [Read to the child as you show them how to form d and b:](#) The lower case “d” likes doughnuts! That is why you always start with a circle (a doughnut) when writing a “d.” What does “d” like? [doughnuts] The lower case “b” likes bats (baseball bats). That is why you always start with a bat when writing a lowercase “b.” What does “b” like? [bats] What does “d” like? [doughnuts]
- ☐ [Activity: b & d Matching Game](#) Take out the following four pages. Cut out the squares. Lay out all the images face up, and lay the cards with letters on them face up. The child then matches a B or D card to each image to represent the first sound of the image.
- ☐ [Worksheet: d Likes Doughnuts/b Likes Bats](#)
- ☐ Dictate the following words and sentence. Make sure they form “d” starting with the circle (doughnut) and “b” starting with the line (bat).

did

had

bad

The dog is big.

- ☐ ☐ [The Big Red Bug](#) Have the child read this story on two different days.
- ☐ Have the child read the following word chart.

dad	big	mad	sad	dot	bell
bad	bun	box	red	rob	Bob
did	web	bib	pad	kid	bag
bid	dust	hid	had	sob	dog
dip	bed	fib	mud	bat	doll
dill	dig	dug	bug	fed	bus
bill	bin	rib	Ben	bit	beg

- ☐ Dictate the following words and sentence.

bad

dog

bib

The bus is big.

- ☐ ☐ [B and D Poetry](#) Have the child read the poems on two different days.
- ☐ [Worksheets: Part I: b or d AND Part II: b or d](#)
- ☐ [Worksheet: Circle all the bs](#)
- ☐ [Worksheet: Say the Sound](#)
- ☐ [Worksheet: b and d Math](#)

b

b

b

b

b

b

b

b

b

b

b

b

b

b

b

d

d

d

d

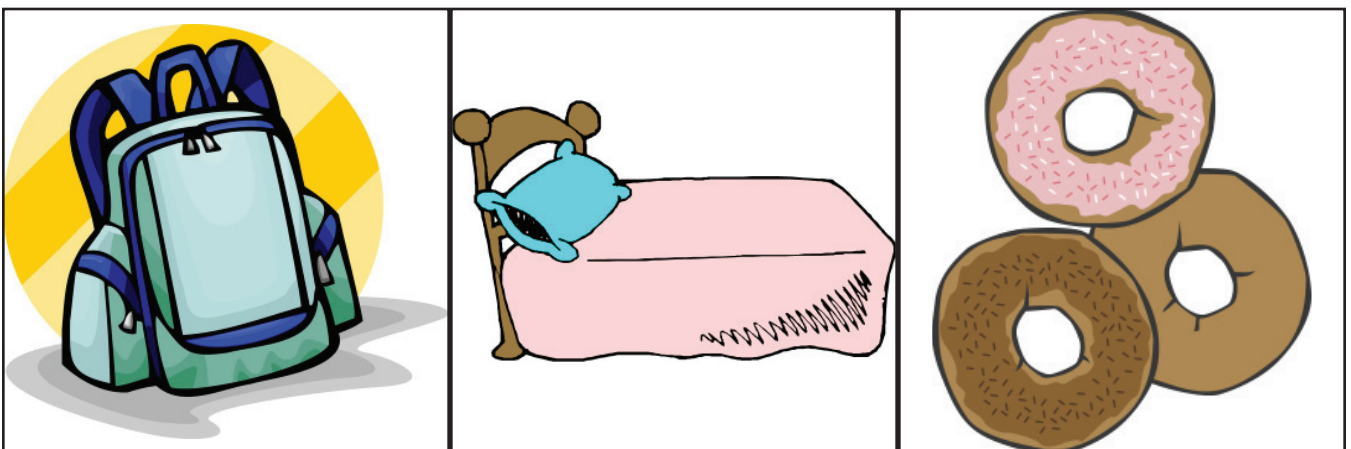
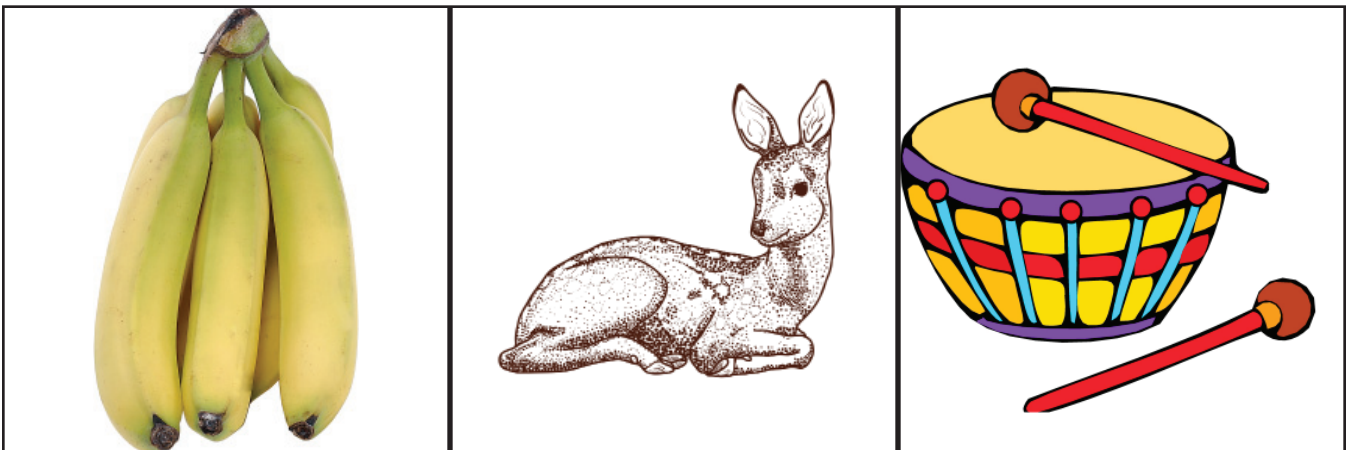
d

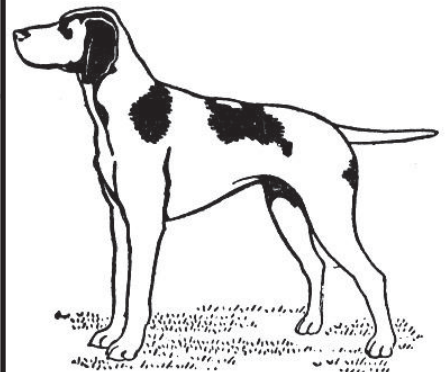
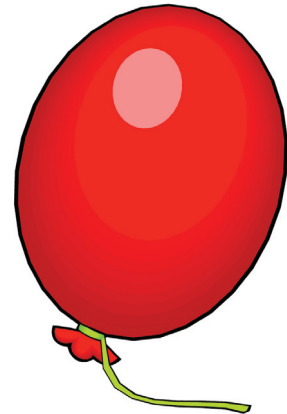
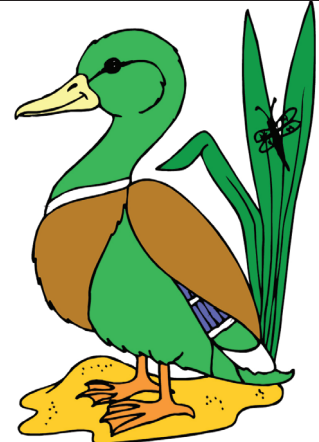
d

d

d

d







d Likes Doughnuts/b Likes Bats

Trace each lowercase “d,” and then write it in the box while saying, “d - doughnut comes first.”

--	--	--	--	--



Trace each lowercase “b,” and then write it in the box while saying, “b - bat comes first.”

--	--	--	--	--



d Likes Doughnuts/b Likes Bats

Trace each lowercase “d,” and then write it in the box while saying, “d - doughnut comes first.”

--	--	--	--	--



Trace each lowercase “b,” and then write it in the box while saying, “b - bat comes first.”

--	--	--	--	--

The Big Red Bug

Challenge Words

UNDER

SAID

NOR



My dad had a big red bug. It fell.
The bug hid. It was not UNDER the
desk, NOR UNDER the bed, NOR on
my doll, NOR on the bell.

I SAID, “I do not like bad bugs! I
do not like bugs in my bed NOR
UNDER my desk.”

Dad SAID, “Look! The big red bug
is on Bob’s bat.”

Dad held the bug.

B and D Poetry

B

B is for bat
 B is for ball
 B is for bugs
 Big and small
 B is for box
 B is for Bill
 B is for bees
 That buzz on the hill

D

D is for dot
 D is for dog
 D is for Dan
 Who has a pet frog
 D is for doll
 D is for day
 D is for Dad
 Who loves to play

Big is the Sun

Big is the sun
 In the day
 Up in the sky
 As we play
 We toss a ball
 We run and run
 We pet a dog
 We eat a bun
 But the sky dims
 The sun is red
 We read a book
 And get in bed



Part 1: d or b?

Write a lowercase d or b under each picture, indicating the letter the picture starts with. Make sure to correctly start with the doughnut for “d” or the bat for “b.”

























Part II: d or b?

Write a lowercase d or b under each picture, indicating the letter the picture starts with. Make sure to correctly start with the doughnut for “d” or the bat for “b.”













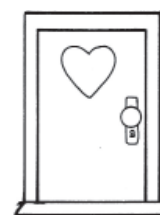












Circle all the bs

Circle all the bs. Say the "b" sound each time you circle a b.

b d d b d d b

b b d d d b d

d b d b d b b

b d b d d b b

d b d b d d b

b d d b b d d

b b b d d b d

Say the Sound

Point to each letter and say the sound.

b d d b d d

b b b c d

d b d d b

d b d b b b

d b d b b

d b d b d d b

b and d Math

For each line, cross out all of the bs. How many ds are left?

b d d b d d _____

b b d d d b _____

d b d b d b _____

For each line, cross out all of the ds. How many bs are left?

d b d d b b _____

b d b d d b _____

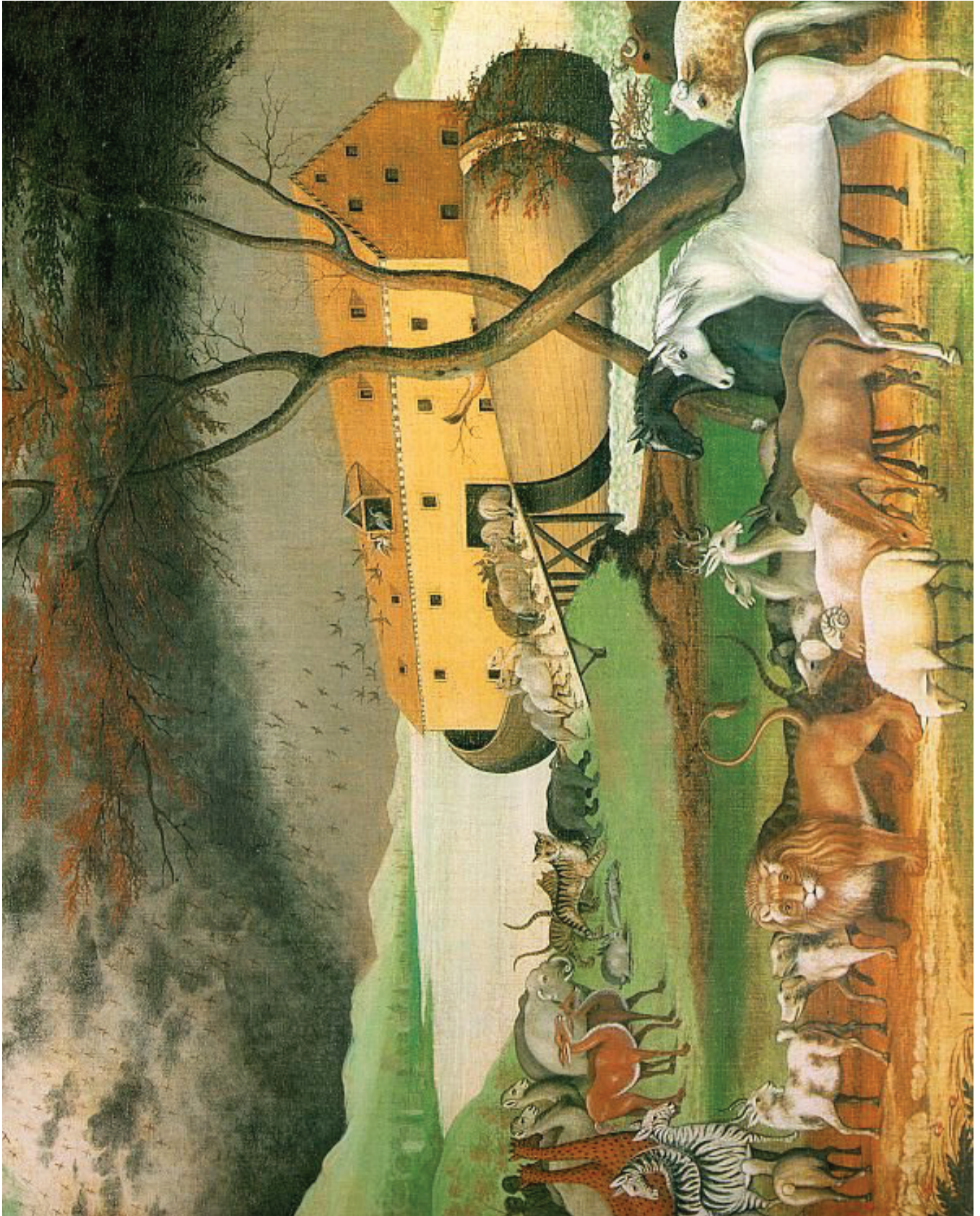
d d b b d d _____

#17: Nouns

- ☐ **Read to the child:** A noun is a word for a person, place, or thing. What is a noun? [a word for a person, place, or thing] Is the word “girl” a person, place, or thing? [person]. Yes, it is a person, so it is a noun. Is the word “book” a person, place, or thing? [thing]. Yes, so it is a noun. Is the word “kitchen” a person, place, or thing? [place]. Yes, it is a place, so it is a noun. Things we cannot touch, such as love and hope, are “things” too, so they are nouns.
- ☐ **Write PERSON, PLACE, and THING on the board. Have the child help you make a list of nouns that belong in each category.**
- ☐ **Noah’s Ark**
 1. Have the child study the painting on the next page. Tell the child the painting was created by an artist named Edward Hicks. Edward lived in Pennsylvania. Find Pennsylvania on the map below. He lived over 230 years ago.
 2. Ask the child if she likes the painting and what her favorite part is. Ask the child why she thinks the artist painted dark clouds in the sky.
 3. On the board, or on a poster, make a list of nouns the child sees in the picture.



THE GOOD & THE BEAUTIFUL - LEVEL K



#18: The Subject of a Sentence

- ☐ **Read to the child:** The subject of a sentence is the noun that is doing or being something. What or who is the subject of these sentences? I will cover the answer on the right while you read the sentence.

The cat sits.	[cat]
Mom is fun.	[mom]
The truck is fast.	[truck]
The hat is big.	[hat]
Dan hops.	[Dan]
Ben jogs.	[Ben]
Balls are fun.	[balls]
I get up.	[I]

- ☐ **Read to the child:** Every sentence needs a subject. If a sentence does not have a subject, it is not a complete sentence. A sentence that is not complete is called a fragment. Tell me if the sentences have a subject and if they are sentences or fragments. I will cover the answer on the right while you read the sentence.

Sits down.	[no subject - fragment]
Amy sits down.	[Amy is the subject- sentence]
Flies high.	[no subject - fragment]
The bird flies high.	[bird is the subject- sentence]
Eats cake.	[no subject - fragment]
John eats cake.	[John is the subject- sentence]

#19: Verbs

- ☐ [Read to the child:](#) A verb tells what the subject does. Fill in the blank. "A verb tells _____. " [what the subject does] There are two types of verbs: action verbs and being verbs.

An action verb shows an action. For example, Amy LAUGHS. David JUMPS. The bird SINGS. A being verb uses a form of the verb TO BE. For example, Sam IS happy. Sam WAS happy. We WERE sad. They WILL BE good.

[Have the child read each sentence, point to the subject, and then point to the verb.](#)
[Have the child say if it is an ACTION verb or a BEING verb.](#)

Pam jogs.

I swim.

Ben jumps.

I am tall.

She helps me.

We hug.

You run fast.

Dan is big.

We hop.

- ☐ [Worksheet: Nouns and Verbs](#)
- ☐ [Read to the child:](#) Let's review. A verb tells what the subject does. Fill in the blank. "A verb tells _____. " [what the subject does] There are two types of verbs: _____. " [action verbs and being verbs]
- ☐ [Have the child read each sentence, point to the subject, and then point to the verb.](#)

Dan jumps.

I stop.

The box is big.

I zip it.

Mom jogs.

The pig is fat.

The man sits.

The hog sat.

- ☐ [Read to the child:](#) Let's review. Fill in the blank. "A verb tells _____. " [what the subject does] There are two types of verbs: _____. " [action verbs and being verbs] Tell me a sentence with an action verb and a sentence with a being verb.
- ☐ [Worksheet: To Be Verbs](#)

Nouns and Verbs

A **noun** is a word for a person, place, or thing.

A **verb** shows the action of the subject.

Circle the noun in each sentence with red. Circle the verb with green.

1. Pam runs.

5. A dog jumps.

2. The cat sits.

6. We jog.

3. The bus stops.

7. The bag rips.

4. Ben hops.

8. My dad sat.

Look at the picture below and say four verbs you see. Then say four nouns you see.





The verb "to be" has different forms:

I am

He, she is

You, we, they are

Write the correct form of the verb on the blank.

am

is

are

1. Seth _____ big.
2. You _____ fun.
3. I _____ not mad.
4. She _____ sad.
5. We _____ hot.
6. The pig _____ fat.
7. Kites _____ fun.

#20: AT, AN, ALL

- ☐ Have the child read the following word chart.

at	rat	Pat	Jan	tan	fall
bat	sat	bats	man	van	hall
cat	hat	an	pan	all	mall
fat	mat	can	fans	ball	tall
pat	Matt	fan	ran	call	wall

- ☐ ☐ ☐ **Activity: ALL Word Slide** Take out the next page. Cut on all the dotted lines. Insert strip into slider so one letter shows on the front at a time. Have the child pull word strips through as they read the words.
- ☐ Dictate one set of words and a sentence each day.

at	cat	an	all	Matt is in the hall.
ball	fall	hats	pan	The cat ran.
fat	sat	call	tall	The hat is tall.
fan	ran	ball	all	Pet the cat.

- ☐ **Worksheet: AT & AN**
- ☐ Have the child read the word chart above again and write an N by every word that is a noun (person, place, or thing).
- ☐ **Cover It**
- ☐ Have the child read the word chart above and underline every name of a person. Point out that names are always capitalized.

b

c

f

h

m

t

w

s t

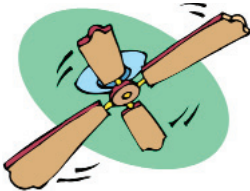





_____ all

ALL Word Slide



AT & AN

Say the name of the picture. Finish writing the name.

		
<p>f</p>	<p>p</p>	<p>h</p>
		
<p>c</p>	<p>r</p>	<p>v</p>

Say each sentence out loud. Circle the sentence in each set that best matches the picture.



1. The cat has a hat.
2. It is a cat.
3. The rat sat on the pan.



1. The rat has a bat.
2. A fat bat is in the hat.
3. Matt has a bat.

Cover It

Say a word on the chart below. Have the child find the word and put a Cheerio, fruit snack, Goldfish, raisin, another small snack, or a combination of these on the word. When all words are covered, the child may eat the snacks. Do this for each chart on the same or different days.

fall	tall	small
ball	call	wall
hall	all	bat

fat	cat	mat
flat	pat	rat
sat	hat	Matt

can	man	van
fan	pan	Jan
tan	cans	vans

#21: Reading Review

- ☐ **Read to the child:** Today we are going to review word families that we have learned. For each group, read the row of words and the sentence.

cap map lap nap gap tap

The cat is on my lap.

play say may pray day

We will stay and play.

all fall tall hall mall ball

Ben is not tall.

my fly dry try fry by spy

Fog is in the sky.

thick ham Pam bell tell lick

Rick is sick, but I am well.

#22: Poetry

- ☐ Read the following poems to the child.
Then read the poems again, having the
child repeat each line.

Frogs at School

George Cooper

Twenty froggies went to school
Down beside a rushy pool—
Twenty little coats of green,
Twenty vests all white and clean.
“We must be in time,” said they;
“First we study, then we play.
That is how we keep the rule
When we froggies go to school.”
Master Bullfrog, grave and stern,
Called the classes in their turn;
Taught them how to nobly strive,
Likewise how to leap and dive;
From his seat upon the log,
He showed them how to say “Ker-chog!”
Also how to dodge a blow
From the sticks that bad boys throw.
Twenty froggies grew up fast;
Bullfrogs they became at last.
Not one dunce among the lot,
Not one lesson they forgot.
Polished in a high degree,
As each froggie ought to be,
Now they sit on other logs,
Teaching other little frogs.

Fireflies

Grace Wilson Coplen

I like to chase the fireflies,
Chase them to and fro’.
I like to watch them dart about,
Their little lamps aglow.
In the evening’s twilight dim
I follow them about.
I often think I have one caught,
And then his light goes out.
I cannot tell just where he is
Until he winks, you see,
Then far away I see his light,
He’s played a joke on me.

A Little Red Apple

Grace Wilson Coplen

A little red apple
Hung high in a tree.
I looked up at it,
And it looked down at me.
“Come down,
please,” I called.
And what do you
suppose?
That little red apple
Dropped right on
my nose!



#23: Syllables

- ☐ **Read to the child:** A syllable is a letter or group of letters said with a single effort. Some words are one syllable long, such as CAT, A, YOU, and SMART. Tell me more words with just one syllable.

Some words have two syllables such as BE-GIN, ZE-BRA, and LI-ON. Some words have more than two syllables. For example, ED-U-CA-TION.

Dividing words into syllables can make words easier to read and spell.

Syllables must contain at least one vowel, and syllables usually only contain one vowel sound.

Let's review. How many vowel sounds are usually in a syllable? [one]

- ☐ **Read to the child:** Let's practice clapping syllables. First I will tell you the word, and then we will clap together.

pan - cake suit - case car

pan - da a - corn worm

- ☐ **Read to the child:** Let's review. A syllable is a letter or group of letters said with a single effort. Some words are one syllable long, such as CAT, A, YOU, and SMART. Tell me some more words with just one syllable.

Some words have two syllables, such as BE-GIN, ZE-BRA, and LI-ON. Some words have more than two syllables. For example,

GRAND - MOTH - ER.

Dividing words into syllables can make words easier to read and spell.

Syllables must contain at least one vowel, and syllables usually only contain one vowel sound.

Let's review. How many vowel sounds are usually in a syllable? [one]

- ☐ **Read to the child:** Let's practice clapping syllables. First I will tell you the word, and then you clap the syllables.

pea - nut tree love

ba - by pop - corn light

friend friend - ly o - pen

be - fore be - hind be - gin

- ☐ **Read to the child:** Let's practice clapping syllables. First I will tell you the word, and then you clap the syllables.

house a - corn af - ter

mon - key ba - na - na el - e - phant

bike swim swim - ming

cheer - ful cheer bread

REVIEW

- ☐ **Worksheet: Nouns and Verbs**

- ☐ **Read to the child:** Let's review. Fill in the blank. The subject of a sentence is _____. [the noun that is doing or being something]

- ☐ **Read to the child:** Let's review.

1. When a vowel is long, it says its _____. [name]
2. How many letters are in the alphabet? [26]
3. What are the vowels? [a, e, i, o, u, and sometimes y]

Nouns and Verbs

Cut out the word boxes below, and paste nouns and verbs in the correct column.

Noun A person, place, or thing	Verb An action or being word

run	jog	zip	sit
jump	am	sun	log
box	map	dad	pen

#24: Initial Consonant Blends

ASSESSMENT

- ☐ The child can read the following word chart in **90 seconds or less** with no more than two mistakes.

clap	class	black	plan	snap
from	slap	blast	flat	spot
click	sled	club	flag	slam
Fred	slid	clip	grass	twist
flip	bless	cliff	skip	stop

- ☐ The child can correctly spell the following dictated words.

slid	stop	swim	skip
-------------	-------------	-------------	-------------

#24: Initial Consonant Blends (Part A)

- ☐ **Read to the child:** We are going to practice words that start with two consonants together. First say the sound for each letter, and then put the sounds together. Remember that double letters, such as SS, only need to be pronounced once. Also, the letters CK make the /K/ sound. (Note: Even if the child can read the words, it is helpful for her to learn and practice how to separate out individual sounds.)

s t o p
stop

s l i p
slip

s p o t
spot

d r o p
drop

d r i p
drip

g r a s s
grass

b l a c k
black

c l a s s
class

t w i s t
twist

s k i p
skip

s w i m
swim

s m e l l
smell

- ☐ Dictate the following words. (If desired, use a letter tiles app such as Sound Literacy.)

cab

Kim

cup

Ken

#24: Initial Consonant Blends (Part B)

- ☐ **Read to the child:** We are going to practice words that start with two consonants together. First say the sound for each letter, and then put the sounds together. Remember that double letters, such as SS, only need to be pronounced once. Also, the letters CK make the /K/ sound.

b l a s t
blast

b l o c k
block

b r i c k
brick

t r u s t
trust

B r a d
Brad

F r e d
Fred

b l e s s
bless

b l e d
bled

d r a g
drag

s m a l l
small

g l a d
glad

g r a b
grab

- ☐ **Read to the child:** At the end of one-syllable words, usually double the letters S, F, or L when they come right after a short vowel. I will say a word and you write it.

small

smell

glad

stiff

- ☐ ☐ ☐ **Mini Book:** *Spin and Skip* (Have the child read the book on three different days.)

#24: Initial Consonant Blends (Part C)

☐ Read to the child:

Let's study the painting on this page by Grace Hudson called "Greenie with two yellow puppies." Is the focus of this painting the girl and the puppies or the landscape? Do you notice how the girl and the puppies are painted with details, but the landscape is not? This puts focus on the girl and puppies. Do you think the girl is enjoying the puppies? Would you enjoy being in the scene and playing with the girl and the puppies for a little while?

Let's use this painting to practice some reading. What kind of punctuation mark do the numbered sentences below have at the end? [question mark] Read the sentences below so that they sound like questions. These are questions you could ask the girl in the painting. If the sentence does not sound like a question, I will have you read it again. Read all of the questions two times.



1. Is the grass soft?
2. May I play with the puppies?
3. Are the puppies small?
4. Will you run and skip?
5. May I stand by you?
6. Are you glad to have puppies?
7. Will you stop for a rest?
8. Can you smell the grass?
9. Will you go fast?
10. When will the sun go down?
11. May we look for frogs?
12. Can the puppies swim?
13. Can the puppies lay flat?
14. Do you like that spot?

#24: Initial Consonant Blends (Part D)

- ☐ Have the child read each column of words. Have the child point to the words with a special item such as a mini-wand, hand pointer, feather, colored craft stick, or curly straw.

- ☐ [Worksheet: CL, FL, SL](#)

- ☐ **Activity** Have the child write the following words on index cards, and then place them in alphabetical order. Tell the child you use CK for the /K/ sound after a short vowel.

CLOCK, SLICK, FLOCK.

- ☐ Have the child read each column of words again.

- ☐ [Worksheet: Circle of Sentences: CL, FL, SL](#)

REVIEW

- ☐ Have the child read this poem:

Bugs

I am very fond of bugs.

But I do not give them hugs

I like to see them fly and skip

I'm glad to see them jump and twist

I like them black

I like them red

But I do not like them on my bed







clap
clam
click
clock
club
class
cliff
clip
clasp
classic
clog
closet

flag
flap
flat
fly
fled
flip
flop
flex
floss
flags
flips
flops

slam
slab
slant
slap
slat
sled
slid
slim
slit
slot
slick
slob

CL, FL, SL

Circle the word that matches the name of the picture.

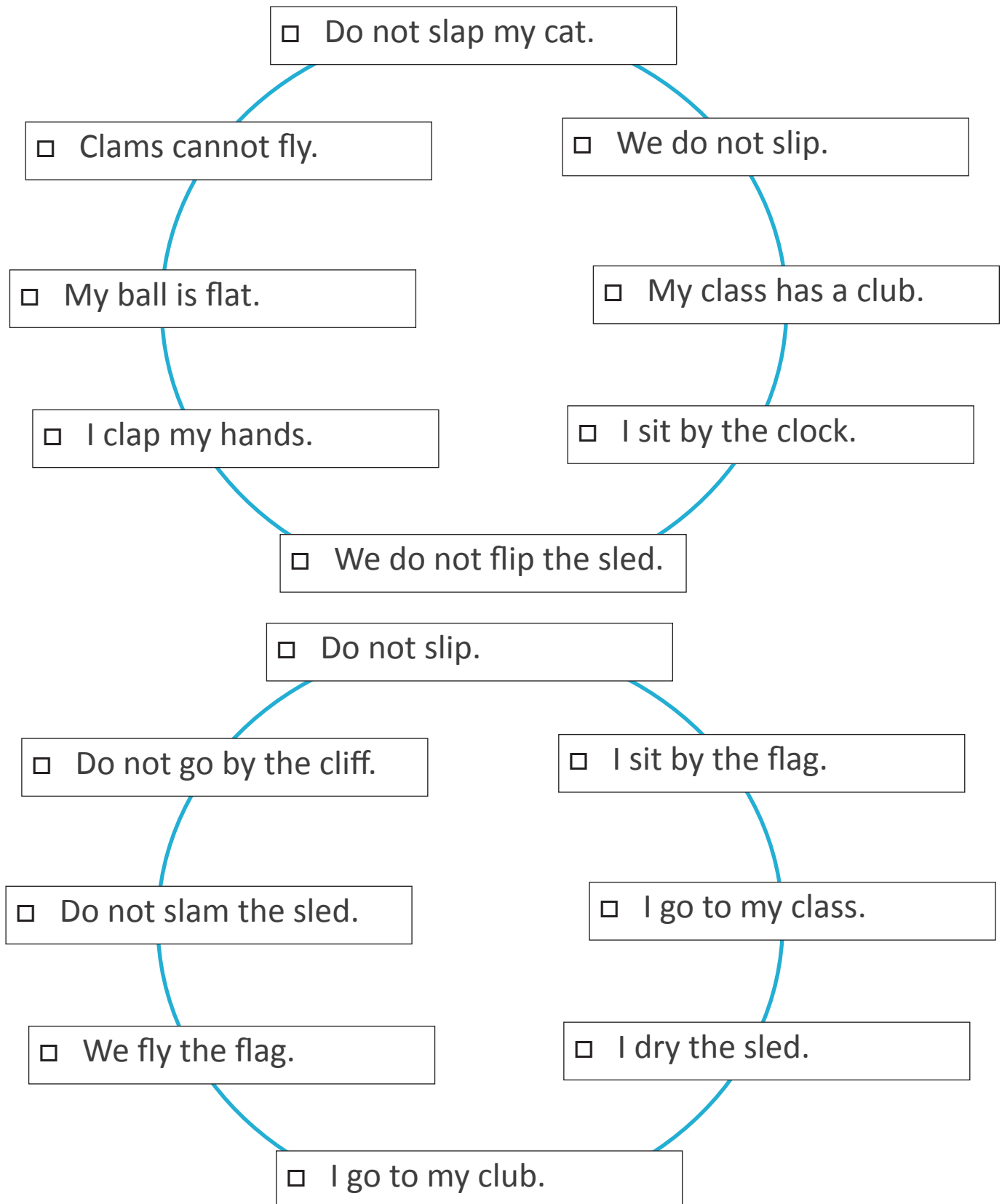
 <p>clap sled slam</p>	 <p>click club clock</p>	 <p>clock clam cliff</p>
 <p>flap fled flag</p>	 <p>fled floss flip</p>	 <p>clam clip class</p>

Read the word. Decide if the word is a noun or a verb, and circle the correct choice.

flag	noun or verb
slam	noun or verb
closet	noun or verb
clock	noun or verb
class	noun or verb
clap	noun or verb

CIRCLE OF SENTENCES: CL, FL, SL

Have the child read each sentence, and then put a check mark in the box.



Reading Assessment

Reading assessments give the child practice reading and help you track reading progress.

- ☐ Administer **Reading Assessment B** in the Appendix.

#25: Short Story About Kindness

- ☐ **Read to the child:** I am going to read you a short story called *The Little Loaf*. Please repeat each sentence after me during the first three paragraphs. Explain what a famine is before you begin the story.

The Little Loaf

Once, when there was a famine, a rich baker sent for twenty of the poorest children in the town and said to them, "In this basket there is a loaf for each of you. Take it, and come back to me every day till God sends us better times."

The hungry children gathered eagerly about the basket, and fought for the bread because each wished to have the largest loaf. At last they went away without even thanking the good man.

But Gretchen, a poorly dressed little girl, did not fight or struggle with the rest but remained standing a little ways away. When the badly behaved children had left, she took the smallest loaf, which alone was left in the basket, kissed the man's hand in gratitude, and went home.

The next day, children were as badly behaved as before, and poor, sweet Gretchen received a loaf barely half the size of the one she got the first day. When she came home, and her mother cut the loaf open, many new, shining pieces of silver fell out of it.

Her mother was very much alarmed and said, "Take the money back to the good man at once, for it must have fallen into the dough by accident. Go quickly, Gretchen, go quickly!"

But when the little girl gave the rich man her mother's message, he said, "No, no, my child, it was no mistake. I had the silver pieces put into the smallest loaf to reward you. Always be kind and grateful as you are now. Go home now, and tell your mother that the money is your own."

Note: Discuss the story with the child, and/or have the child retell the story in her own words.

#26: Capitalization Rules

- ☐ **Read to the child:** Letters can be capital or lower case. Here are three times when you use a capital letter: 1) sentences always start with a capital letter; 2) the word I is always capitalized; and 3) proper nouns are capitalized. Names of people and pets are examples of proper nouns. Read these sentences and circle letters that should be capitalized but are not.

1. i like my dog, bob.
2. Dan and i jog.
3. are you pam?
4. i am not ben.
5. The log is on sam.
6. Mom and i sit.
7. are you mad?
8. she has jam on a bun.
9. Sam and ken slip.



REVIEW

- ☐ **Read to the child:** Let's review. How many vowel sounds are usually in a syllable? [one] Let's practice clapping syllables. First I will tell you the word, and then we will clap together.

can - dy pa - per pea - nut back - pack horse frog pen - cil note - book a - pron

- ☐ **Read to the child:** Let's review.
1. When a vowel is long, it says its _____. [name]
 2. How many letters are in the alphabet? [26]
 3. What are the vowels? [a, e, i, o, u, and sometimes y]
 4. Every word has to have at least _____. [one vowel]

#27: Reading Review

- ☐ **Read to the child:** Today we are going to review word families that we have learned. For each group, read the row of words and the sentence.

clap flap slap flat flip clam

My clock ticks.

play say may pray day

I play in the hay.

bug dug slug tug hug

A bug is on the rug.

my fly dry try fry by spy

Fog is in the sky.

ill will still pill doll wall miss

Bill can go up the hill.

REVIEW

- ☐ **Read to the child:** Let's review. Read these sentences, and circle any letters that should be capitalized but are not.

1. my dog bit ben. 2. Dad and i run fast. 3. dan and bill slip. 4. Mom and i hug.

#28: Silent E Job #1

ASSESSMENT

- ☐ The child can read the following word chart in **90 seconds or less** with no more than two mistakes.

lake	come	case	dime	drive	tide
cape	blade	hole	mine	pride	tape
gave	fade	done	some	stove	bike
base	made	crate	game	slide	kite
snore	waste	slime	same	hide	gate

- ☐ The child can correctly spell the following dictated words.

gate	come	done	made
-------------	-------------	-------------	-------------

#28: Silent E Job #1

- ☐ ☐ ☐ [Mini Book: *Smile*](#) (Have the child read the book on three different days.)
- ☐ [Read to the child:](#) Silent E is an E at the end of a word that we do not pronounce. Silent E has five jobs. We are going to learn the first job of Silent E. [Using the chart on the next page, teach the child silent E job #1.](#)
- ☐ ☐ ☐ [Cloud Path](#) (Repeat this activity on three different days.)
- ☐ Dictate the following words and sentence.

gate

bite

date

We like home.

- ☐ [Write DONE, SOME, HAVE, and COME on the board. Read to the child:](#) Sometimes Silent E does NOT make the vowel say its name. We will learn these exceptions: done, some, and come. Read the following sentences:

Come have some cake. Are you done?

May I have some? I love to come.

May I have the kite if you are done?

- ☐ [Worksheet: Silent E - 1](#)
- ☐ Dictate the following words.

done

come

some

have

- ☐ ☐ ☐ [Mini Book: *Apples*](#) (Have the child read the book on three different days.)
- ☐ [Worksheet: Silent E - 2](#)
- ☐ Dictate the following words and sentence.

note

dime

line

I fly a kite.

- ☐ [Silent E Practice Chart](#) (in the Appendix)
- ☐ [Worksheet: Circle of Sentences: Silent E](#)
- ☐ ☐ ☐ [Mini Book: *Clocks*](#) (Have the child read the book on three different days.)
- ☐ Dictate the following words and sentence.

pipe

robe

side

We ride a bike.

When an E is at the end of the word, it is often

silent

This means we do not say its sound.

And it is OFTEN

bossy

because it OFTEN makes the vowel before it say its name (the long sound).

These words have a bossy silent E. Circle the vowel. Read each word with a long vowel sound. Do not say a sound for E at the end.

home gate hate late bone kite wake

Completed ☐

Cloud Path



Silent E - I

Silent E often makes the vowel say its name.

Say it.

Trace it.

Write it.

like

like

home

home

Sometimes silent E does NOT make the vowel say its name.

some

some

come

come

Draw a line from each word to its picture.

bike

rope

pipe

gate

tape



Circle each sentence that is true.

I like Dad and Mom.

I have to hate.

I have a nose.

I have some bats.

I like games.

Silent E - 2

Silent E often makes the vowel say its name.

Say it.

Trace it.

Write it.

gate

gate

hope

hope

Sometimes silent E does NOT make the vowel say its name.

come

come

done

done

Draw a line from each word to its picture.

gate

home

kite

cake

hose



Circle each sentence that is true.

I have a home.

I like kites.

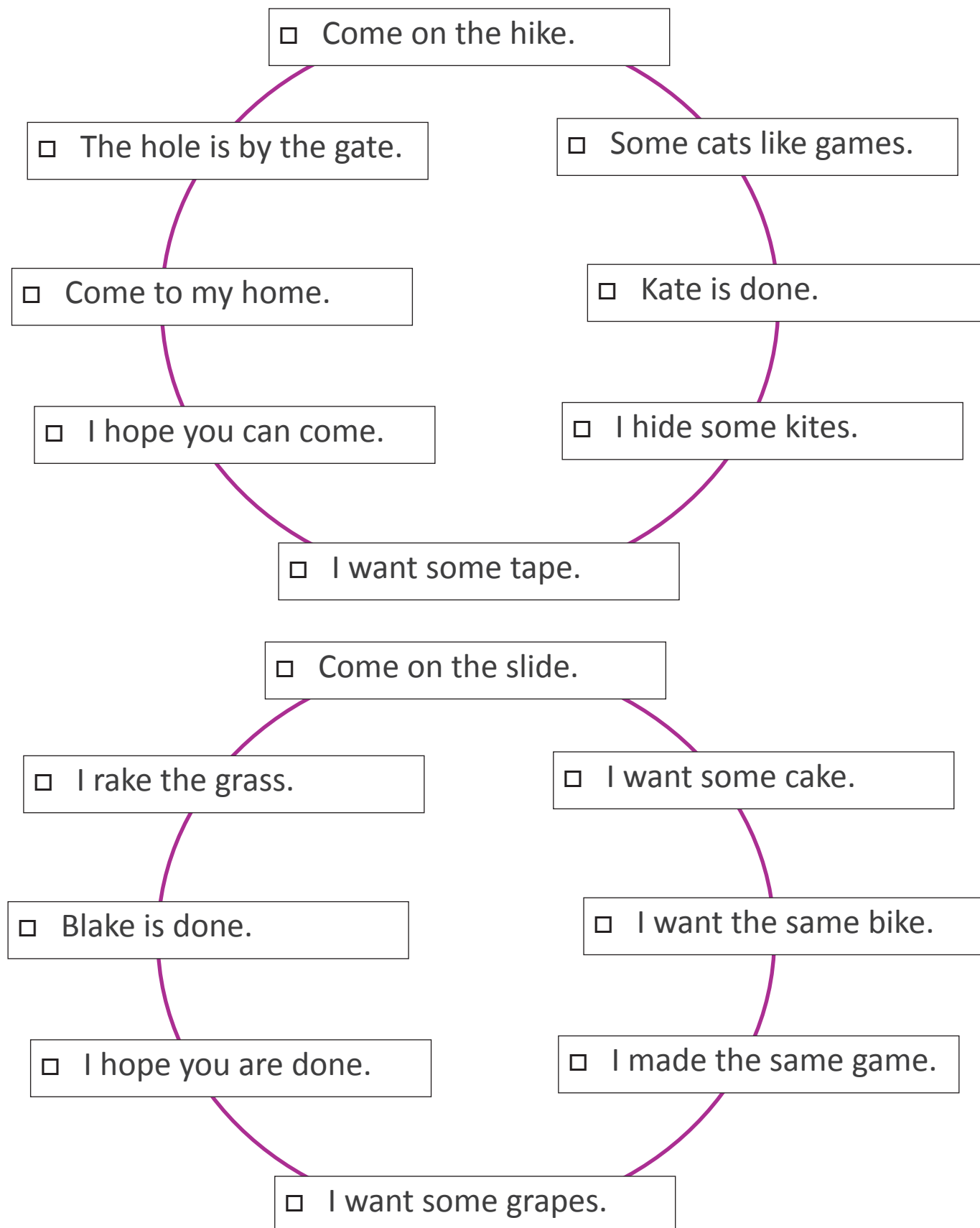
I eat rope.

I love Mom.

I have a cave.

CIRCLE OF SENTENCES: Silent E

Have the child read each sentence, and then put a check mark in the box.



#29: SH, CH, TH

ASSESSMENT

- ☐ The child can read the following word chart in **90 seconds or less** with no more than two mistakes.

path	then	chin	bash	thin	rash
math	those	dish	shed	with	bath
slash	ship	shin	Chad	wish	bathe
cash	shape	shine	shut	lunch	fish
that	chop	sash	clash	share	shot

- ☐ The child can correctly spell the following dictated words.

chin	ship	that
------	------	------

#29: SH, CH, TH (Part A)

- ☐ Teach the first sound of these digraphs: **SH** (/SH/ as in SHUT), **CH** (/CH/ as in CHIN), and **TH** (/TH/ as in THAT). Read to the child: We are going to practice words that contain the first sounds of SH, CH, and TH. First say each sound and then put them together. (Note: Even if the child can read the words, it is helpful for her to learn and practice how to separate out individual sounds.)

w - i - sh

wish

f - i - sh

fish

sh - i - p

ship

th - a - t

that

th - i - s

this

m - a - th

math

m - u - ch

much

b - e - n - ch

bench

s - u - ch

such

w - i - th

with

s - m - a - sh

smash

ch - i - n

chin

- ☐ Read to the child: Spell the following words out loud:

shut**that****this**

REVIEW

- ☐ Read to the child: Read these sentences and circle any letter that should be capitalized but are not.

1. I gave a fish to jill. 2. Dad and i like math. 3. dan and bill go with me.

THE GOOD & THE BEAUTIFUL - LEVEL K

#29: SH, CH, TH (Part B)

- ☐ Have the child read the following words: **ship shine shone chime chin path that thick**
- ☐ **Zoo Path** (Repeat this activity on three different days.)
- ☐ Dictate the following words and sentence.

path

chat

ship

This is Chad.

- ☐ **Worksheet: Circle of Sentences: SH**
- ☐ **Worksheet: SH, CH, TH**
- ☐ **Worksheet: Circle of Sentences: TH & CH**
- ☐ ☐ ☐ **Mini Book: God Gave Us the Sun** (Have the child read the book on three different days.)
- ☐ Dictate the following words and sentences.

that

this

chin

shine

Is this a rash?

I take a bath.

- ☐ ☐ ☐ **Mini Book: Share** (Have the child read the book on three different days.)
- ☐ Dictate the following words and sentences. **Read to the child:** Before I, E, or Y, use "K" for the /K/ sound.

cash

crash

wish

crush

Wash the dish.

We chop the fish.

- ☐ **Activity: Cover It**

REVIEW

- ☐ **Read to the child:** Let's review.
 1. When a vowel is long, it says its _____. [name]
 2. What are the long sounds for the vowels? [A, E, I, O, U]
 3. Every word has to have _____. [at least one vowel]
- ☐ **Silent E Practice Chart** (in the Appendix)

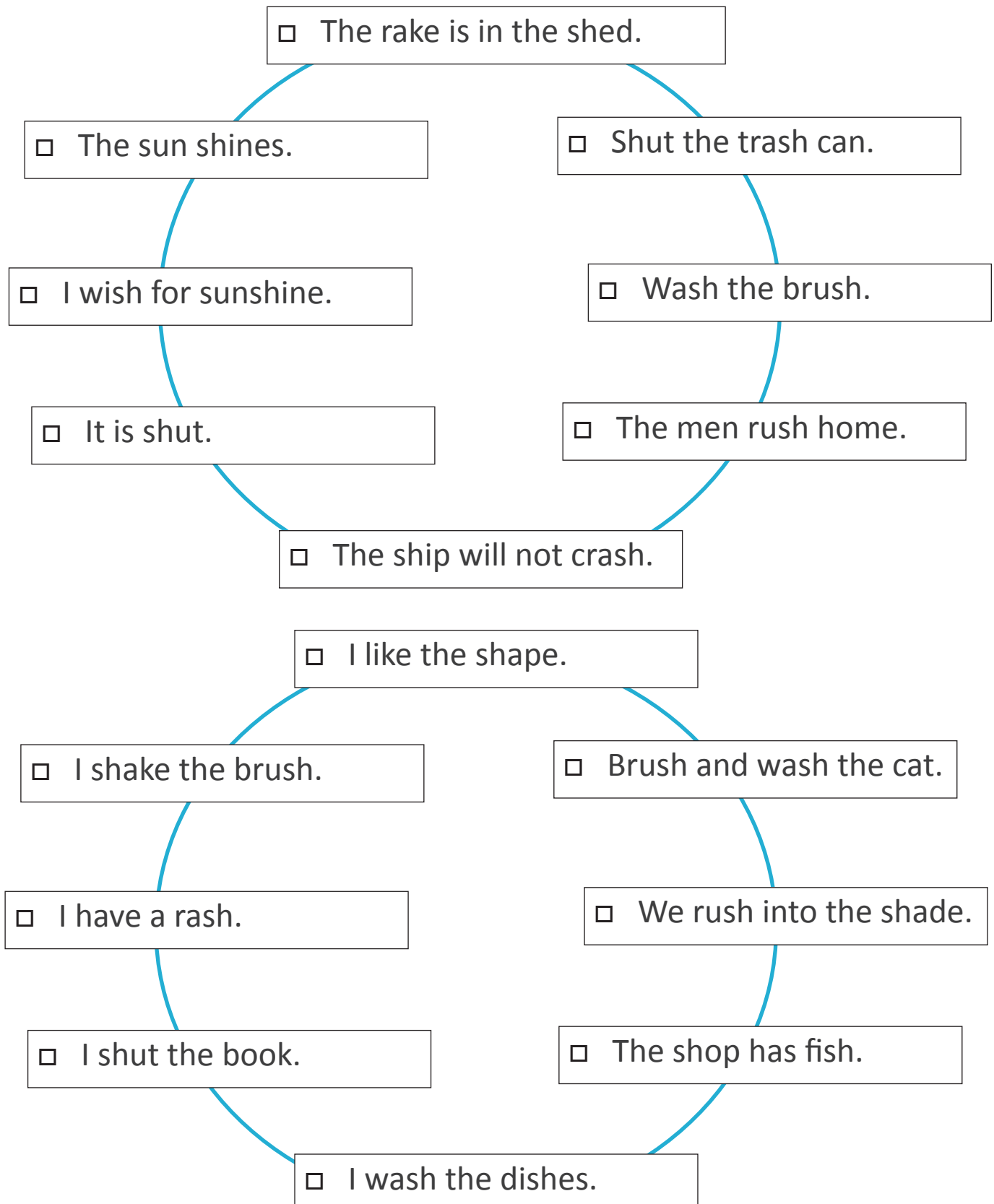
Give the child a peanut (you will need 28) when he reads a word, and have him put the peanut on the square until all the squares are filled. Or simply have the child read each word and progress along the path.

Completed ☐







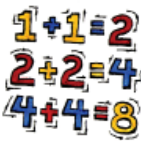

CIRCLE OF SENTENCES: SH

Have the child read each sentence, and then put a check mark in the box.



SH, CH, TH

Say the name of the picture. Circle the word for the picture. Write the word.

 <p>fin fresh fish</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>dash dish dog</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>shine ship shell</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p>shut chop lunch</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>math fish dish</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>bash bath bike</p> <p>_____</p> <p>_____</p> <p>_____</p>

Draw a line from each word to its picture.

bush
shells
ship
shapes
shed



Circle each sentence that is true.

I eat shells.

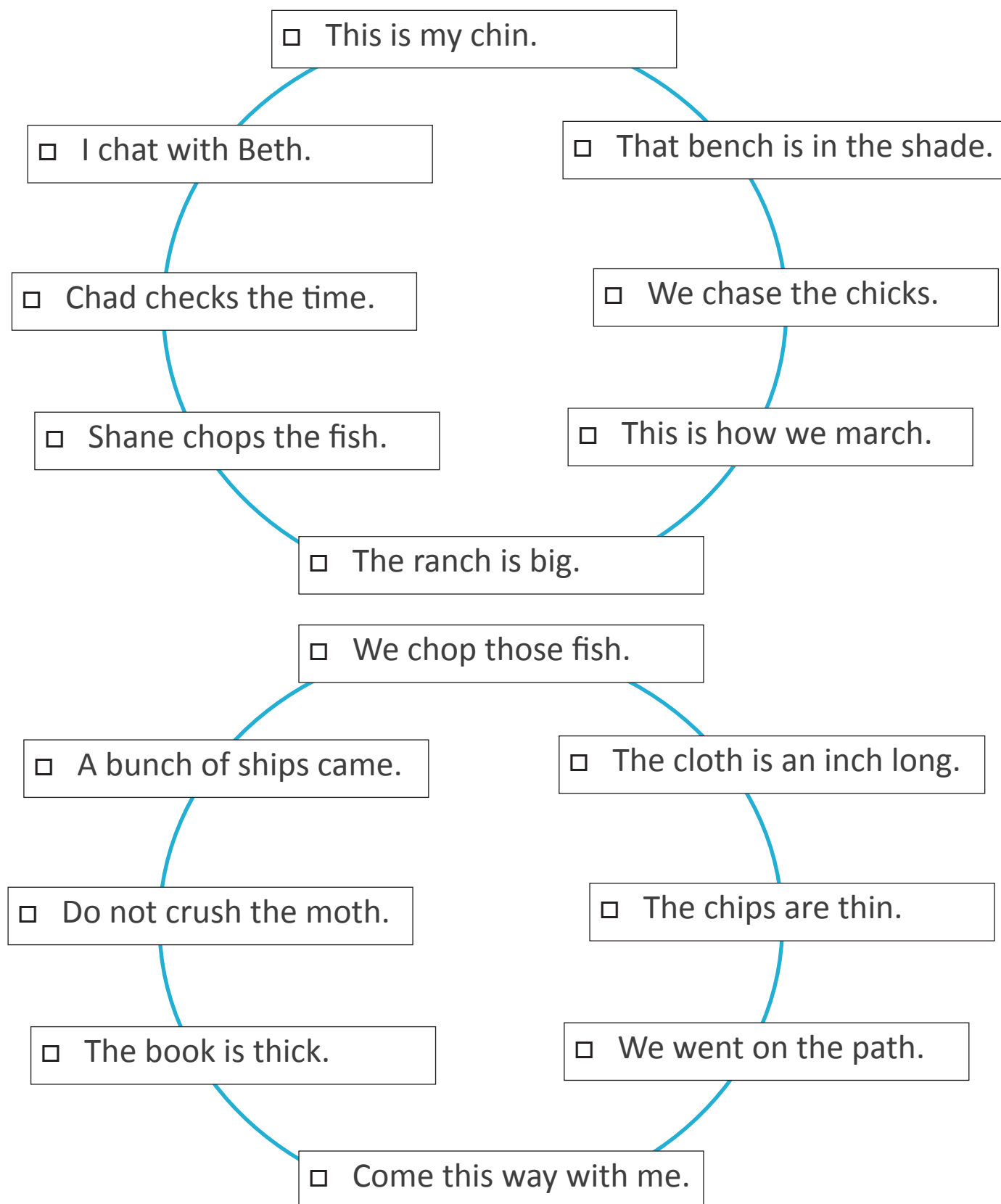
I can wash dishes.

I take baths.

I have some fish.

CIRCLE OF SENTENCES: TH & CH

Have the child read each sentence, and then put a check mark in the box.



Cover It

Say a word on the chart below. Have the child find the word and put a Cheerio, fruit snack, Goldfish, raisin, other small snack, or a combination of these on the word. When all words are covered, the child may eat the snacks. Do this for each chart on the same or different days.

ship	shine	shone
shape	dish	shin
fish	wish	shut

lunch	bench	chat
inch	chin	chip
chop	pinch	chime

path	then	that
shape	cash	shed
bath	bathe	with

THE GOOD & THE BEAUTIFUL - LEVEL K

#29: SH, CH, TH (Part C)

- ☐ Have the child read the following passage.

Picnic

We have no shade, but this picnic lunch is fun! We chat and we share. We eat some fresh fish. We eat a dish of cake. When we finish, we wash our plates.



- ☐ [Review Practice Chart](#) (in the Appendix)
- ☐ Dictate the following words and sentences.

slash

flash

clash

cloth

Come wash the dish.

We chop this fish.

- ☐ Say each word below out loud, and have the child tell you the two letters with which the word begins.

this

shoe

shine

chart

that

chip

shark

change

sharp

REVIEW

- ☐ [Read to the child](#): Let's review. A verb tells what the subject does. Fill in the blank. A verb tells _____. [what the subject does] There are two types of verbs: _____. [Action verbs and being verbs] Tell me a sentence with an action verb and a sentence with a being verb. [Have the child read each sentence below, point to the subject, and then point to the verb.](#)

The ship is fast. Chad fills the bag. The moth is big. Seth trips.

- ☐ [Read to the child](#): Let's review silent E job #1. Spell the following words out loud:

HATE, KITE, DONE, COME, SOME

Your child is now ready to start reading Section 2 of the *Level K Reader!*

Section 2 of the *Level K Reader* is composed of the principles in section 1 and

- consonant blends
- phonograms ALL, SH, CH, TH
- silent E words

Have the child read Section 2 of the reader to you at least once before moving on with this course. Alternately, you may have the child read wholesome books that use the phonic principles listed above.

Once the child has read Section 2 to you, continue on with the course while having the child reread at least one story from section 2 of the reader to you each day.

Reading Assessment

Completed ☐

Reading assessments give the child practice reading and help you track reading progress.

- ☐ Administer **Reading Assessment B** in the Appendix for the second time.

#30: Artwork

- ☐ Give the child the illustration on the next page. Have the child study the illustration. Read to the child: Art can bring you joy as it helps you see and feel how lovely the world around you is that God made. Through art you can see places and people and things that you might not be able to see for yourself. For example, this painting of a field of trees is a place you would never be able to see for yourself. It is a painting of a place far away in a country named Austria, and the painting was created over 100 years ago, long before you were born.

Like most artists, the artist who created this picture studied and practiced painting for many years. Today, you are going to practice painting, too! You are going to make a painting similar to the painting we have been looking at.

TO MAKE THE PAINTING

1. Remove the page in this lesson that is blank except for some outlines of the painting. If desired, make a copy of this page on heavier paper. Place masking tape around the edges of the page. When the painting is done, you will remove the tape, and child's painting will have a clean border.
2. Have the child use acrylic paints or oil paints to paint the background. These can stain, so cover clothes and use a drop cloth. Or you can use watercolors if desired. First have the child paint the sky. Have the child use the colors she sees in the picture. Point out that the sky is not just one solid color, but a combination of blues, whites, and yellows. Then have the child paint the grass. Again, point out that more than one solid color is used. Have the child use a combination of shades of green and yellow like in the picture.
3. Once the sky and field have dried, have the child paint the trunk of the trees using different shades of brown like in the picture. Let dry. Then have the child dab over the trees to make leaves, using different shades of green and greenish-yellow. Let dry. Then have the child dab on white blossoms, including some grey and pink shades on the blossoms.

REVIEW

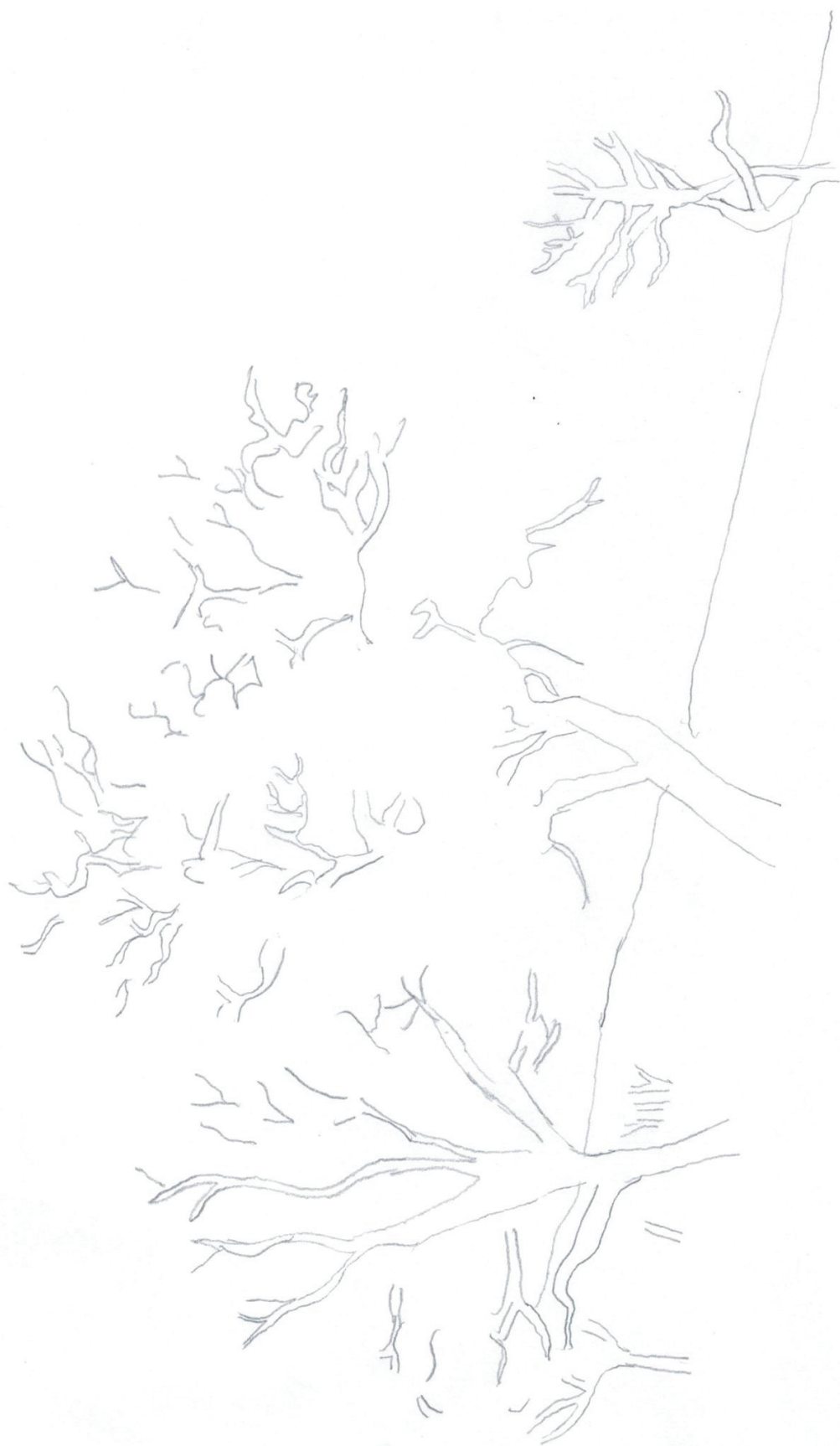
- ☐ [Silent E Practice Chart](#) (in the Appendix)
- ☐ [Worksheet: Nouns and Verbs](#)
- ☐ Read to the child: Let's review. Fill in the blank. The subject of a sentence is _____. [the noun that is doing or being something]
- ☐ Read to the child: Let's review. Fill in the blank. "A verb tells _____." [what the subject does] There are two types of verbs: _____. [Action verbs and being verbs] Tell me a sentence with an action verb and a sentence with a being verb. [Being verbs = am, is, are, were, etc.]
- ☐ Have the child read each sentence, point to the subject, and then point to the verb.

The shop is big. Beth falls. The kite drops. Seth swims fast.

- ☐ [Review Practice Chart](#) (in the Appendix)

Alois Tott (1870 - 1939) from Austria





Nouns and Verbs

Cut out the word boxes below, and paste each in the correct column.

Noun A person, place, or thing	Verb An “action” or “being” word

ship	chop	bathe	bench
eggs	chick	brick	am
hike	drive	pray	is

#31: Reading Review

- ☐ **Read to the child:** Today we are going to review word families that we have learned. For each group, read the row of words and the sentence.

shine chime dime plane frame

My name is Blake.

play say may pray day

I like to play with the kite.

bench lunch shell wish path

That is my twin, Beth.

beg leg west shop this fish

We chop the logs.

same come done some gate

Come and play some games.

REVIEW

- ☐ **Read to the child:** Let's review. Read these sentences and circle any letters that should be capitalized but are not.

1. I gave my lunch to jane. 2. Dad and i swim. 3. dan and bill wash the dishes.

#32: Plural Nouns

- ☐ **Read to the child:** What is a noun? [a word for a person, place, or thing] Plural means more than one. A plural noun is more than one person, place, or thing. We usually make a noun plural by adding S or ES. For example, two DOGS or a few COOKIES. I will say a noun, and you say the plural of the noun.

house	houses	bike	bikes
boy	boys	dream	dreams

- ☐ [Worksheet: Plural Nouns #1](#)
- ☐ [Short Stories with Plural Nouns](#)
- ☐ [Worksheet: Plural Nouns #2](#)
- ☐ [Short Stories with Sight Words](#)
- ☐ Dictate the following words and sentence.

bats

pants

logs

You have cats.

- ☐ [Worksheet: Plural Nouns #3](#)

REVIEW

- ☐ **Read to the child:** Let's review. How many vowel sounds are usually in a syllable? [one]
- Let's practice clapping syllables. First I will tell you the word, and then we will clap together.
- coat door door - bell fam - i - ly slide pic - nic ze - bra mon - key dough - nut

- ☐ **Read to the child:** Let's review. Here are three times when you use a capital letter: 1) sentences always start with a capital letter; 2) the word "I" is always capitalized; 3) names of people and pets are always capitalized. Read these sentences, and circle letters that should be capitalized.

1. stop the ship!

2. I like your cat, max.

3. my mom and i like cake.

- ☐ **Read to the child:** Let's review. Is the vowel sound in these words long or short? Remember, long vowels say their name.

PET HOT HIKE PLAY SAD FUN GIFT

PLURAL NOUNS #1

Most **NOUNS** can be made plural by adding an S.

Read each word. Circle the noun that is plural in each line.

cat

bugs

dog



bench

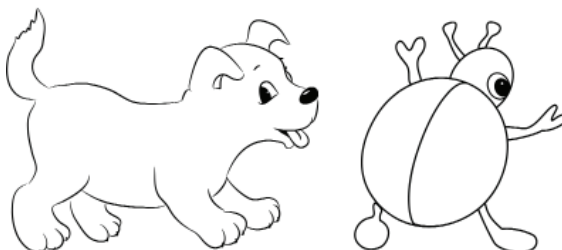
ship

chips

dish

box

boys



mops

lunch

hill

Write each word in its plural form.

hat

pig

bat

log

lip

pen

yam

dot

chin

Short Stories with Plural Nouns

These stories also include words using SH, CH, and TH.



All the ants are on the path. You can come sit with me and see. We will give them chips, and buns and yams. We will not give them rocks, for ants do not like rocks for lunch.



My dog, Seth, likes bones, baths, hugs, and bugs. He likes to jog with me and chase all the cats he can see. We go to lakes and hills. He has fun. I like Seth.

PLURAL NOUNS #2

Most **NOUNS** can be made plural by adding an S.

Write the plural noun for each picture.



1. _____



2. _____



3. _____

Write each word in its plural form.

bike

ship

lake

cake

chip

path

bath

shed

Short Stories with Sight Words

These stories also include words using silent E Job #1, SH, TH, CH, and blends.



Dad says I look so much like Mom. That made me glad because Mom is the best! She will let me sit up on her lap. She will play with me. I will try to be like my mom.



Can I jump into a book? No! Can I jump off of that bench? Yes! Can I sit under the sun? Yes! Can I shut a book? Yes!



Who is that? Is it our Ted? Yes! We love our Ted. How old is he? He is one. We will pick him up and hug him. We will play with our Ted.

PLURAL NOUNS #3

Most **NOUNS** can be made plural by adding an S.

Write the plural noun for each picture.



1.



2.



3.

Read each word in the row, and then circle the plural noun.

bike

ship

lakes

cake

chips

path

sheds

chin

game

rope

games

bench

lunch

wish

baths

homes

pipe

dime

plane

limes

rose

shape

frame

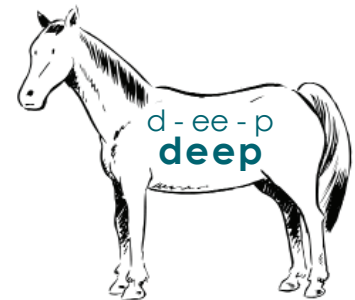
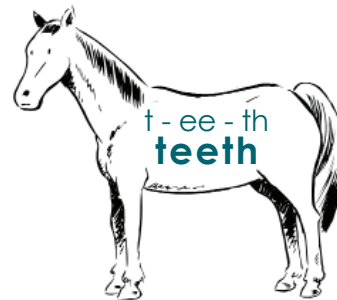
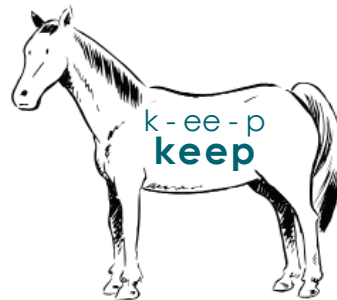
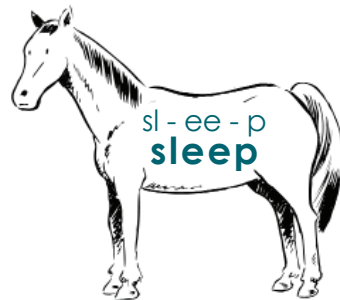
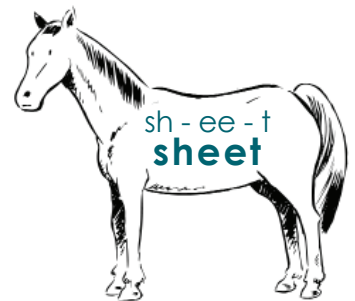
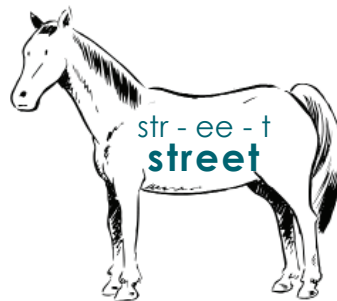
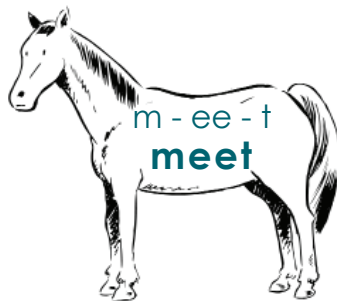
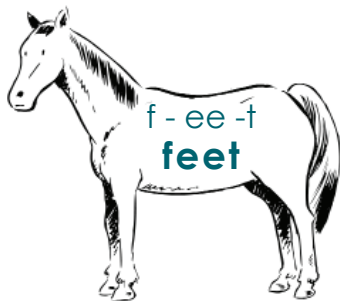
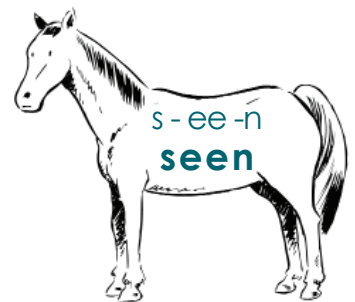
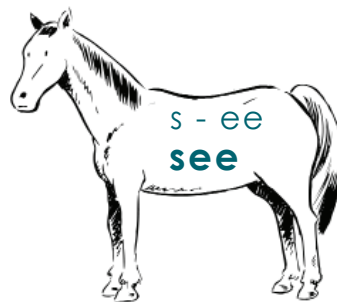
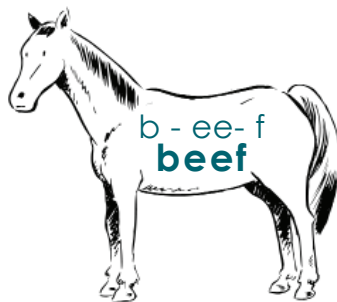
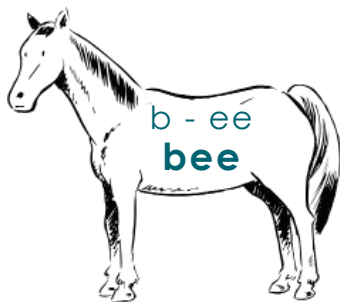
mops

#33: Phonogram Preview — EE

You are going to briefly preview with the child a phonogram that will be learned in greater depth in the Level 1 course.

EE

Read to the child: A double E always makes the sound /E/ (as in “feet”). First read each sound, and then put the sounds together to read the word. Then read the sentences at the bottom of the page.



1. I sleep with a sheet.
2. My teeth are not green.
3. He needs to feed the sheep.
4. I will drive the jeep this week.
5. She will sweep the street.
6. The creek is deep.
7. I feel a bee on my cheek.
8. May I keep these seeds?
9. I need some beef.
10. I see three green ships.

Reading Assessment

Reading assessments give the child practice reading and help you track reading progress.

- ☐ Administer **Reading Assessment A** in the Appendix for the third time.

#34: Short Story — “The Bunnies”

- ☐ **Read to the child:** I am going to read you a short story called *The Bunnies* by Emma C. Dowd. I want you to repeat each sentence after me during the first two paragraphs. A sentence is a group of words that tells a complete thought.

The Bunnies

Pauline looked through the picket fence and scowled.

“Oh, those poor little rabbits!” she whispered to herself. “I don’t believe that boy has fed them this morning. And now he’s gone off to play ball. It is a shame!” She glanced where some weeds were growing. For a minute she hesitated. Then next, she was down among the weeds, pulling them up.



She approached the fence again. Looking cautiously around, to make sure nobody was in sight, she thrust the green weeds through the fence.

That first time of Pauline’s feeding the rabbits was followed by a second and a third. Finally it came to be a common thing for her to peer through the fence to see if the rabbits were supplied with food. If not, she carried them a good meal.

One morning Pauline was feeding them some celery. Having become a bit careless, she stopped to see them enjoy their feast. When she looked up, she saw the rabbits’ owner, John, watching her.

“I beg your pardon,” she began, hesitatingly. “I just thought I’d bring your rabbits a little celery.” And she turned to go.

“Oh—I say—wait a minute!” John returned, as her foot touched the fence. “So it’s you that’s been feeding them, is it? The fact is, I—forgot to feed them, you know.”

“I did feel sorry to see them hungry,” confessed Pauline, “and I love pets.”

“Say, you may have a couple of them, if you want,” he said generously.

“And I’ll help you fix a pen,” he added.

"Oh, thank you! I'd like them ever so much!" beamed Pauline. And there was the beginning of a firm friendship between the two small neighbors.

Pauline was to be satisfied with no little, dirty cage as John gave his own pets. She created a big, clean cage for her new pet rabbits.

John came to visit.

"Say!" he suddenly burst out. "I'm going to have a big, clean cage, too!"

"Oh, and I'll help you!" cried Pauline.

The two kids made a bigger cage. They also made other improvements to John's yard. They removed tangled weeds and garbage. John cut down the weeds and mowed the grass. He raked up the brush and rags and tin cans. Pauline helped him make a flower bed.



John discovers Pauline feeding his rabbits.

"Mother says she's awfully glad you fed my rabbits," he confided to Pauline, one day, "for if you hadn't, our yard would probably be the same messy old place it has been for all these years."

Pauline looked up from the baby bunny she was petting. "I'm glad, too," she smiled. "If I hadn't, we might never have been friends."

☐ Have the child answer the following questions:

1. Who are the main characters in the story? [Pauline and John]
2. Can you tell me what you remember about the story?
3. Do you think Pauline did the right thing when she fed the bunnies that were not hers?
4. Do you think John did the right thing when he was not angry that Pauline fed the rabbits?

☐ Have the child draw a picture of John's yard and the bunnies before Pauline feeds his bunnies. Have the child draw another picture of John's yard and the bunnies after John and Pauline become friends. Help the child remember details of John's yard, such as the trash and weeds that were first in the yard, the flower bed they made, and the small, dirty cage changing to a big, clean cage.

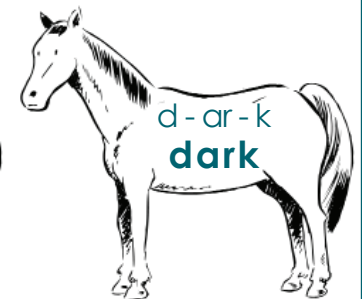
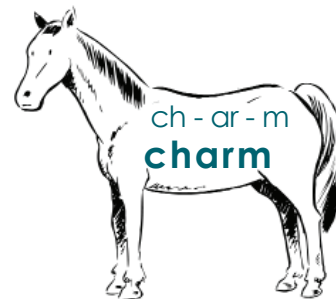
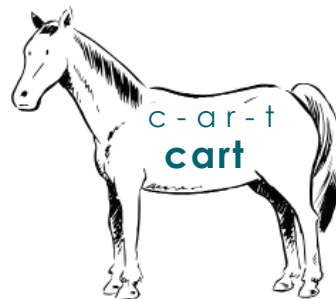
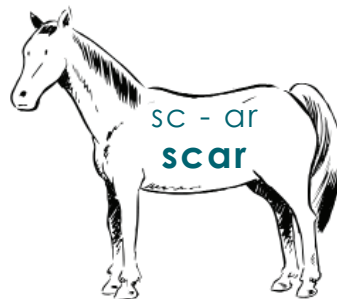
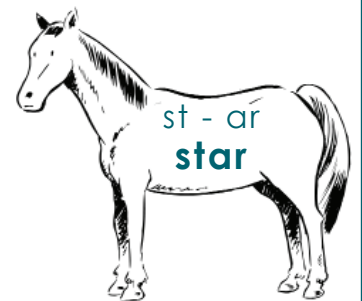
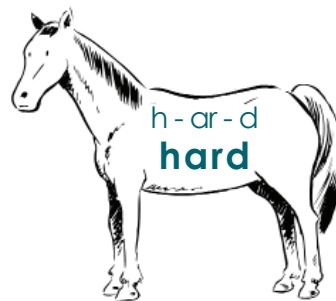
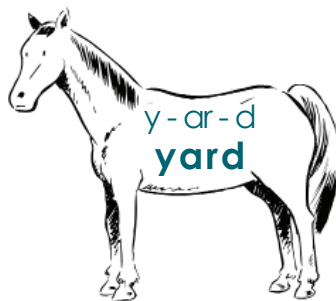
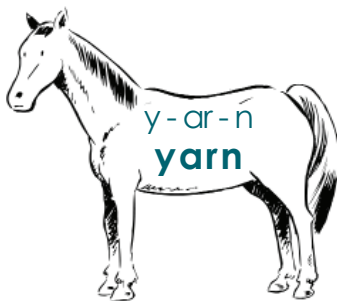
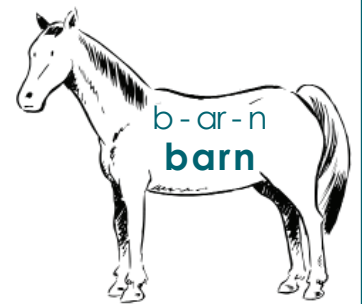
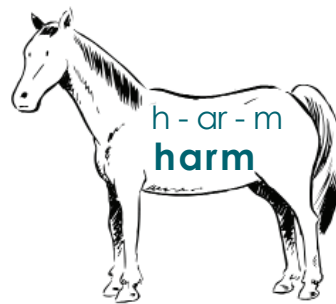
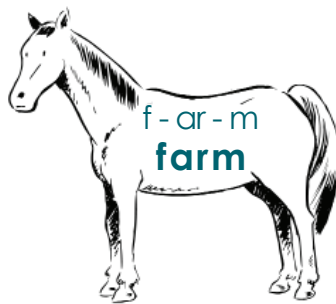
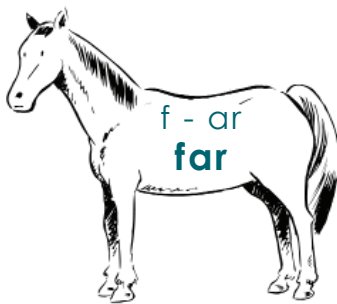
☐ Have the child imagine his own story about bunnies and tell it to you. You can record the story or write it down if desired.

#35: Phonogram Preview - AR

- ☐ Preview with the child a phonogram that will be learned in greater depth later in the course. Read to the child: We are going to read words and sentences with some new sounds.

AR

The letters AR together make the sound /AR/ as in CAR. First read each sound, then put them together to read the word. Then read the sentences.



1. The dog is barking in the barn.
2. Can you play the harp?
3. That is a sharp stone.
4. We march in the yard.
5. It is hard to see the stars.
6. We live far apart.
7. I live at the farm by the park.
8. I start to do some art.

#36: Inflectional Endings ED & ING

ASSESSMENT

- ☐ The child can read the following word chart in **60 seconds or less** with no more than one mistake.

asking	helped	ended
asked	helping	lifted
playing	washed	jumping
played	washing	jumped
hugging	flying	praying

#36: Inflectional Endings ED & ING (Part A)

- ☐ **Read to the child:** We are going to practice words that end with ING. First say the base word, and then say the ending. Then put the two together. (Note: Even if the child can read the words, it is helpful to learn the skill of separating out syllables for more challenging words to come.)

help - ing
helping

ask - ing
asking

fill - ing
filling

walk - ing
walking

go - ing
going

kiss - ing
kissing

wash - ing
washing

fix - ing
fixing

toss - ing
tossing

melt - ing
melting

lift - ing
lifting

sing - ing
singing

send - ing
sending

look - ing
looking

bend - ing
bending

#36: Inflectional Endings ED & ING (Part B)

- ☐ **Read to the child:** We are going to practice words that end with ING. Some words have double consonants such as NN or PP. This is because consonants are sometimes doubled before adding endings such as ED and ING. You only say the consonant once. Note that the words TALK, WANT, and WALK use the third sound of A — /AH/. *If the child struggles to read a word, have her first read the base word, and then add the ending.*

jogging

walking

staying

fishing

talking

wanting

jumping

clapping

shipping

filling

spelling

planning

melting

helping

resting

stopping

tapping

patting

petting

shifting

kicking

cracking

checking

crashing

smashing

swimming

running

dragging

dressing

dripping

#36: Inflectional Endings ED & ING (Part C)

- ☐ **Read to the child:** We are going to practice words that end with ED. ED can have three possible sounds: /ED/ like in handed, /D/ as in played, and /T/ as in missed. First say the base word, and then say the ending. Then put the two together. Note that the words TALK, WANT, and WALK use the third sound of A — /AH/.

talk - ed
talked

end - ed
ended

want - ed
wanted

walk - ed
walked

kiss - ed
kissed

ask - ed
asked

pull - ed
pulled

lift - ed
lifted

fill - ed
filled

melt - ed
melted

crash - ed
crashed

pass - ed
passed

land - ed
landed

mix - ed
mixed

fix - ed
fixed

- ☐ ☐ Have the child read the words on this page two more times on different days.

#36: Inflectional Endings ED & ING (Part D)

☐ [Worksheet: Three Sounds of ED](#)

☐ [Read to the child](#): We are going to practice words that end with ED. ED can have three possible sounds: /ED/ like in handed, /D/ as in played, and /T/ as in missed. Read each word.

rolled

lifted

helped

packed

picked

poked

played

jogged

jumped

clapped

saved

chugged

ducked

talked

shipped

called

cared

shared

filled

planned

mixed

spelled

acted

walked

melted

flossed

saved

wanted

rested

hummed

Three Sounds of ED

Cut out the word boxes below, and paste the word in the column that shows its ending sound.

ED	D	T

zipped	jogged	called	acted
cared	filled	planned	played
melted	looked	baked	asked
wished	talked	pulled	rested

#36: Inflectional Endings ED & ING (Part E)

- ☐ **Read to the child:** We are going to practice words that end with ED and ING. First read the base word, then the base word with ED added, and then read the base word with ING added. Some words have double consonants such as NN or PP. This is because consonants are sometimes doubled before adding endings such as ED and ING. You only say the consonant once. Note that the words TALK, WANT, and WALK use the third sound of A — /AH/.

jump	jumped	jumping
stop	stopped	stopping
want	wanted	wanting
play	played	playing
add	added	adding
buzz	buzzed	buzzing

- ☐ [Worksheet: Create a Word](#)
- ☐ [Worksheet: ED & ING: #1](#)
- ☐ Dictate the following words and sentence.

asking

dusted

mixed

I played with the dog.

- ☐ ☐ ☐ [Mini Book: Running, Hopping, Resting](#) (Have the child read the book on three different days.)
- ☐ [Worksheet: What is the Base Word?](#)

REVIEW

- ☐ **Read to the child:** Let's review. Here are three times when you use a capital letter: 1) sentences always start with a capital letter; 2) the word I is always capitalized; 3) and names of people and pets are always capitalized. Read these sentences, and circle letters that should be capitalized.

1. give spot a bone. 2. are you as big as i am?
3. give the doll to beth.

Create a Word

Write the following verbs on separate index cards: **pack | stack | ask | call | camp | bump | crack**. Then write the following inflectional endings on separate index cards: **ing | ed**. Lay all the with verbs face down in one column. Lay the cards with “ed” and “ing” face down in another column. Have the child choose one card for each column and put the two cards together to form a word. Then have the child write the word on the sheet “Create a Word” in this lesson. Repeat. Keep the cards. The child will use the ING and ED cards more than once.

ED – happened in the past

I _____

I _____

I _____

I _____

I _____

I _____

I _____

ING – happening now

I am _____

I am _____

I am _____

I am _____








I am _____

I am _____

I am _____

ED & ING: #1

Follow this pattern to fill in the blanks for each word.

ask		asked		asking
play				
wish				
push				
smell				

Read the words. Note that the words TALK, WANT, and WALK use the third sound of A — /AH/.

talk

talked

talking

walk

walked

walking

smash

smashed

smashing

want

wanted

wanting

sniff

sniffed

sniffing

test

tested

testing

stamp

stamped

stamping

What is the Base Word?

To show the base words, write the following words without ING.



frying

crying

calling

walking

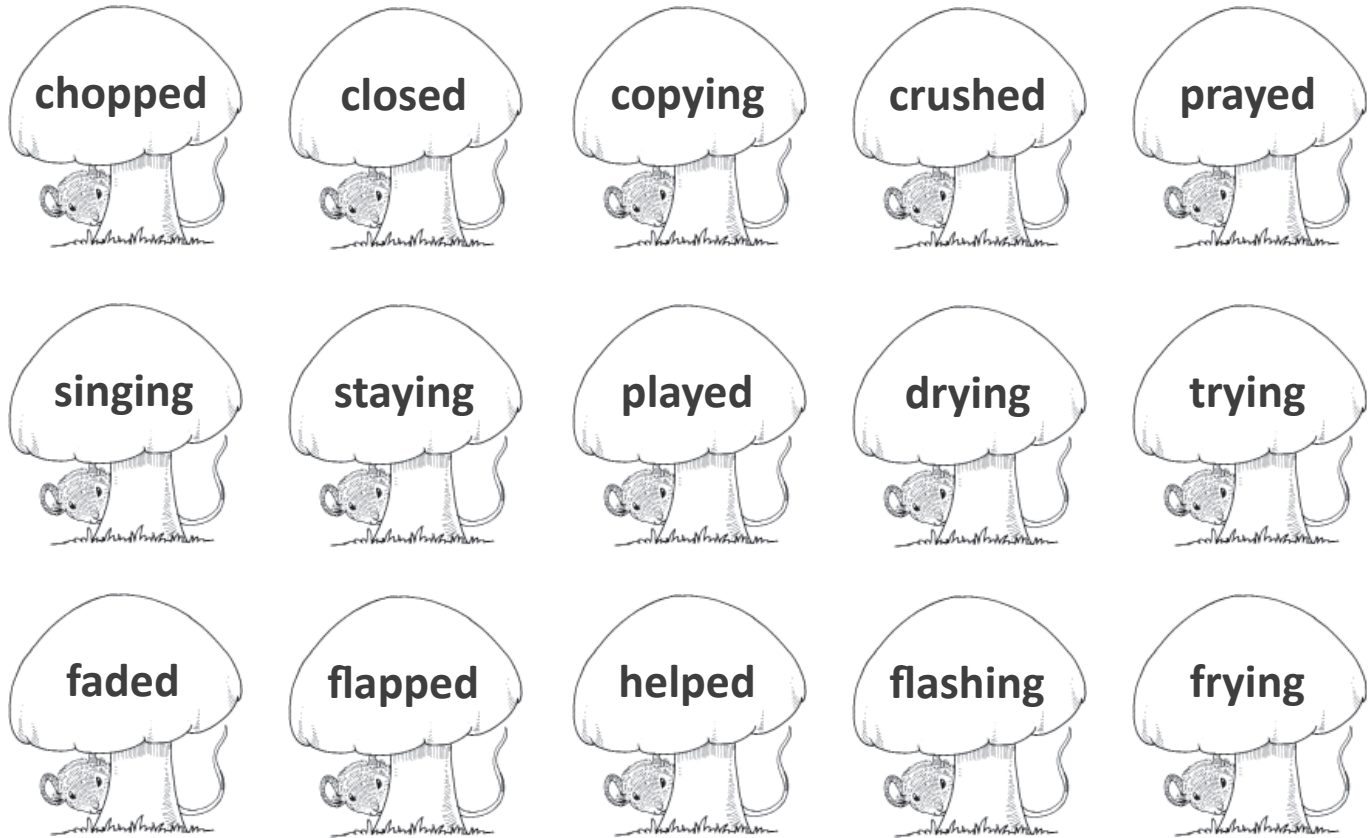
dusting

talking

wanting

#36: Inflectional Endings ED & ING (Part F)

- ☐ [Read to the child:](#) Read the following words that end with ED and ING.



- ☐ [Worksheet: ED & ING: Part #2](#)
- ☐ Dictate the following words and sentence.

tested

jumped



mixed

I fixed the ball.

- ☐ ☐ ☐ [Mini Book: Dogs for Us to Love](#) (Have the child read the book on three different days.)
- ☐ [Worksheet: What is the Base Word?](#)
- ☐ [Reading Practice: Short Stories with Sight Words](#)
- ☐ ☐ ☐ [Mini Book: Wagon Ride](#) (Have the child read the book on three different days.)
- ☐ [Worksheet: Create a Word](#)

ED & ING: #2

Follow this pattern to fill in the blanks for each word.

ask		asked		asking
talk				
stay				
test				
twist				

Read the words (repeated from the worksheet "ED & ING #1).

talk	talked	talking
walk	walked	walking
smash	smashed	smashing
want	wanted	wanting
sniff	sniffed	sniffing
test	tested	testing
stamp	stamped	stamping

What is the Base Word?

To show the base words, write the following words without ING.



picking

wishing

ending

lifting

renting

adding

talking

Short Stories with Sight Words



Grandma

I sit by my grandma and try to see the book. She likes me. We can talk or play. She tells me about God and Jesus. She tells me that Jesus loves me. We talk about life. I like to help Grandma with her pets. My grandma has one cat and three dogs. She has six fish.

Bath



I take a bath as fast as I can. The bath is not hot. I like to have four balls or five ducks in the tub. I wash my hair two times. I wash my hands five times.

Create a Word

Write the following verbs on separate index cards: **pick | kick | lift | pull | lift | act | buzz**. Then write the following inflectional endings on separate index cards: **ing | ed**. Lay all the verbs face down in one column. Lay the cards with “ed” and “ing” face down in another column. Have the child choose one card for each column and put the two cards together to form a word. Then have the child write the word on the sheet “Create a Word” in this lesson. Repeat. The child will use the ING and ED cards more than once.

ED – happened in the past

I _____

I _____

I _____

I _____

I _____

I _____

I _____

ING – happening now

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

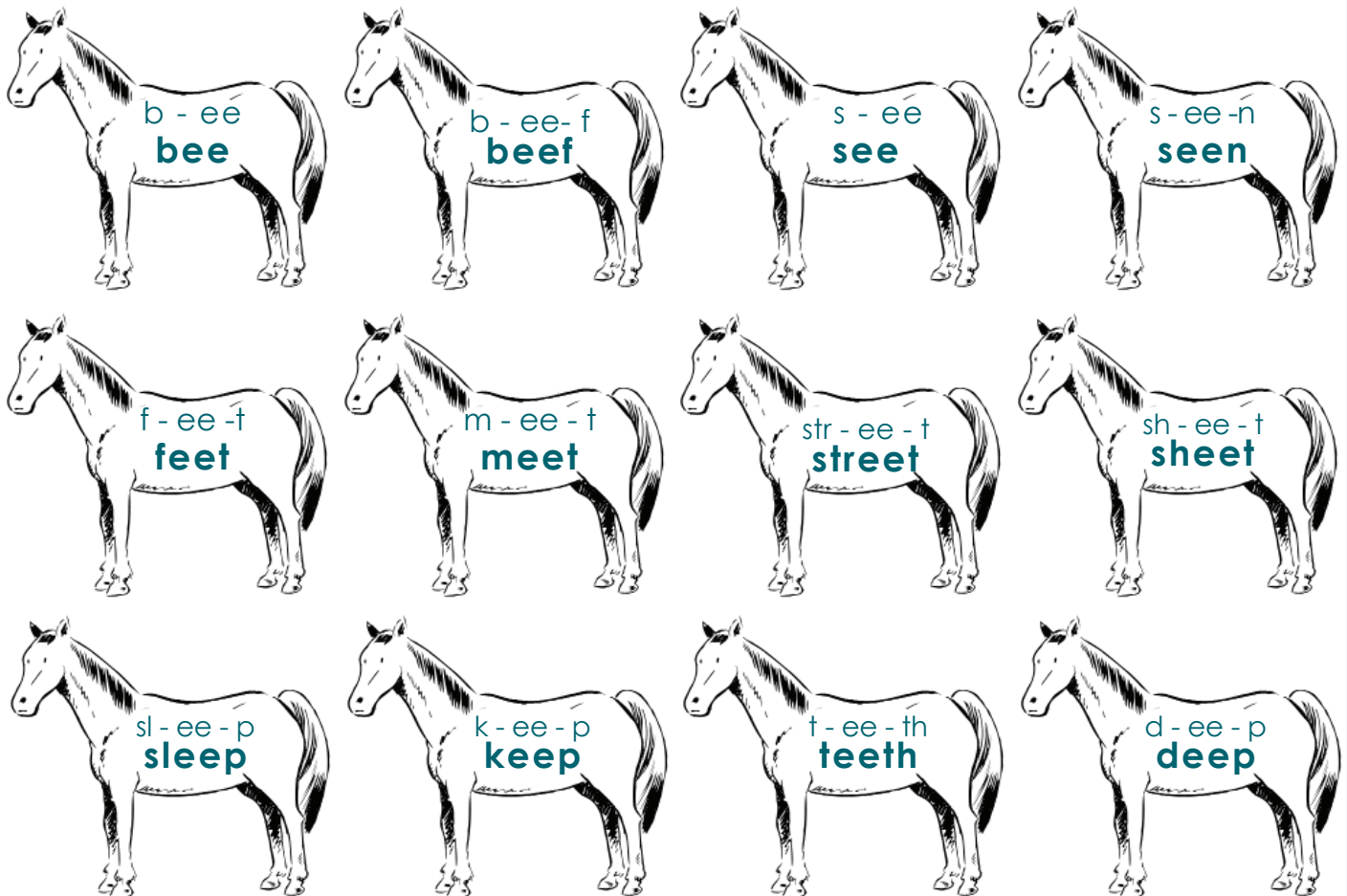
I am _____

#37: Phonogram Preview — EE

Preview with the child a phonogram that will be learned in greater depth in the Level 1 course.

EE

Read to the child: A double E always makes the sound /E/ (as in “feet”). First read each sound, and then put them together to read the word. Then read the sentences at the bottom of the page.



1. I sleep with a sheet.
2. My teeth are not green.
3. Gabe needs to feed the sheep.
4. I will drive the jeep this week.
5. Dave will sweep the street.
6. That creek is deep.
7. I feel a bee on my cheek.
8. May I keep these seeds?
9. I need some beef.
10. I see three green ships.

#38: Homophones TOO, TWO, TO

- ☐ **Read to the child:** Homophones are words that sound the same but are spelled differently and have different meanings. **Write the words TOO, TWO, and TO on the board.** These three words all sound the same, but they have different meanings.

too = also OR more than needed

two = 2

to = toward a person or place or used with a verb (to go, to play)

Read these sentences to see how the words are used.

I go to the store. I like to hike.

I want two dogs.

I will come, too. We had too much snow.

- ☐ **Read to the child:** Tell me a sentence that uses the word TO. Tell me a sentence that uses the word TWO. Tell me a sentence that uses the word TOO.
- ☐ **Activity: Swat the Word** Write the words “to” “too” and “two” on a paper in large letters. Give the child a fly swatter (or another item like a wand or mixing spoon). Say one of the following sentences that uses one of the words and have the child “swat” the correct word.

It is not TOO late. | I like apples TOO. | We went TO the library. | Jared has TWO brothers. | The floor is TOO wet. | You are not TOO old. | Give this TO Dad. | I like TO swim. | The bag is TOO heavy. | I like TO play soccer. | I see TWO squirrels. | I gave it TO Jane. | You may come, TOO. | The room is not TOO full. | My family went TO Canada. | Your suitcase is TOO heavy. | I have TWO cats. | I like TO swim.

- ☐ **Worksheet:** [To, Too, Two](#)

- ☐ **Read to the child:** Tell me a sentence that uses the word TO. Tell me a sentence that uses the word TWO. Tell me a sentence that uses the word TOO.

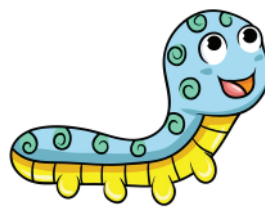
- ☐ ☐ ☐ **Mini Book:** [To, Two, Too](#) (Have the child read the book on three different days.)

REVIEW

- ☐ **Review Practice Chart** (in the Appendix)

To, Too, Two

Fill in the blanks with the correct word: to, too, or two.



1. I want _____ bugs.
2. I go _____ the lake.
3. I want a cat _____.
4. Give this _____ Beth.
5. I like _____ swim.
6. I am _____ late.
7. I see _____ bugs on you.
8. Tell Ken _____ be safe.
9. I hope _____ win the game.
10. Do not feel _____ bad.

Your child is now ready to start reading Section 3 of the *Level K Reader!*

Section 3 of the *Level K Reader* is composed of the principles in sections 1 and 2 and

- inflectional endings ED and ING
- phonograms EE and AR
- homophones TOO, TWO, and TO

Have the child read Section 3 of the reader to you at least once before moving on with this course. Alternately, you may have the child read wholesome books that use the phonic principles listed above.

Once the child has read Section 3 to you, continue on with the course while having the child reread at least one story from Section 3 of the reader to you each day.

#39: Artwork/Oral Narration

- ☐ **Read to the child:** We are going to study a painting by an artist named Charles Burton Barber. He was from England and died over 120 years ago. He loved to paint pictures of children and their pets. Let's set a timer for 40 seconds and study the painting, looking for interesting details and beautiful things, and then we will share what we discovered. *Study the painting with the child for 40 seconds, and then discuss your observations. Point out the light shining on the girl's hair and the little details such as wrinkles in the clothes. Ask the child what things he likes about the painting.*
- ☐ *Ask the child to make a list on the board of seven nouns she sees in the first painting. Have the child write the nouns again in alphabetical order.*
- ☐ *Have the child read the words below and then circle words that represent things found in the painting in this lesson.*

bed

sheep

yarn

dog

wall

sheet

clock

tray

dime

hands

cup

egg

- ☐ **Read to the child:** Imagine that you want to describe this painting to your friend who is blind. He wants to know all the little details of the painting, especially what you love about the painting, the feelings it creates, and why it is beautiful. Narrate your description out loud.

Have the child narrate the description.

THE GOOD & THE BEAUTIFUL - LEVEL K



#40: Categories

- ☐ **Read to the child:** Categories are groups of things that are alike.

Tell me some words that are in the category FRUITS.

Tell me some words that are in the category THINGS IN THE SKY.

Tell me some words that are in the category THINGS YOU USE TO WRITE.

Tell me a category for which you want me to think of words.

- ☐ **Worksheet: Categories**

REVIEW

- ☐ ☐ ☐ **Mini Book: Working & Playing** (Have the child read the book on three different days.)

- ☐ **Worksheet: To Be Verbs** (Note: This is a repeated worksheet.)

- ☐ ☐ ☐ **Mini Book: Jump!** (Have the child read the book on three different days.)

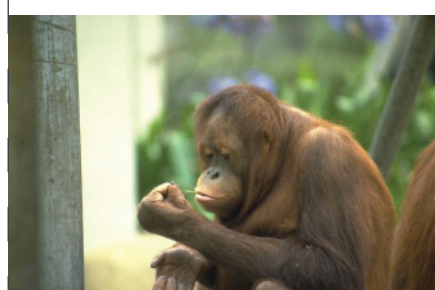
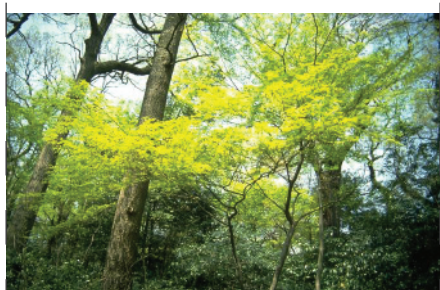
- ☐ **Worksheet: Match the Stories**

- ☐ **Silent E Practice Chart** (in the Appendix)

- ☐ **Read to the child:** Tell me a sentence that uses the word TO. [Spell out TO or write it on the board.]
Tell me a sentence that uses the word TWO. [Spell out TWO or write it on the board.] Tell me a sentence that uses the word TOO. [Spell out TOO or write it on the board.]

Categories

Have the child cut out the following items and then place them into categories. Have the child title each category, such as ANIMALS or FOODS.



"To Be" Verbs

The verb "to be" has different forms:

I am

Seth, he, she is

These, those, they are



Write the correct form of the verb on the blank.

am

is

are

1. Jane _____ nice.
2. The kids _____ fun.
3. I _____ here.
4. She _____ there.
5. We _____ late.
6. Those _____ mine.
7. Dogs _____ fun.

Match the Stories

Match the short story to the picture by drawing a line from the box to the picture.



I drive my car far. I go fast. Now
I put gas in my car. See me drive!



If you ask, "Do you like to skate?"
I will tell you, "Yes! I got skates
from Mom. I try not to fall."



See this gift. It is in a red box.
Its bow is green. Do not tell me
what is in the box.



Today, we eat at home. Last night
we ate at Dan's home. Today we
do not eat at Dan's home.

#41: Reading Review

- ☐ **Read to the child:** Today we are going to review word families that we have learned. Read each row of words and then each sentence.

clap flap slap flat flip clam

The clock is ticking in the hall.

play say brick pray sick

It is such a fine day.

bugs slam block pull hugs

The flag flaps in the wind.

class trip boxes plane homes

The sun shines on the grass.

still will grill balls doll miss

I love running and hiking in the hills.

#42: Artwork

- ☐ Give the child the painting on the next page of children with the rabbits. Read to the child: Felix Schlesinger was a German painter who died over 100 years ago. Find Germany on a globe.

Read to the child: Why do you think the painter painted this scene? Do you think this picture shows how children find joy in pets and animals? Do you notice that the girl is missing a shoe? Sometimes when you study a painting you notice interesting details.

- ☐ Give the child the painting of the girl in a blue dress. Read to the child: This painting is by a famous artists named Pierre-Auguste Renoir. He was an impressionist artist. Impressionists use dots or dabs of paint to create their pictures. Look closely at the picture. Can you see dots and dabs? Compare this painting to the painting of the children with the rabbits. Which painting looks more real and has more detail? Artists use many different styles to create pictures.
- ☐ Have the child look at the picture of children with the rabbits. Read to the child: We are going to put words into categories. Categories are groups of things that are alike.

Write the category headings LIVING THINGS and NON-LIVING THINGS on the board or on a paper. Have the child make a list of things she sees in the picture that belong under each category. Then, write the categories SOFT THINGS and HARD THINGS on the board or on a paper. Have the child make a list of things she sees in the picture that belong under each category.

- ☐ Have the child create an IMPRESSIONIST painting by using only dabs of paint to create a picture.

REVIEW

- ☐ Review Practice Chart (in the Appendix)
- ☐ Read to the child: Write a sentence that uses the word TO. Spell out TO or write it on the board. Write a sentence that uses the word TWO. Spell out TWO or write it on the board. Write a sentence that uses the word TOO. Spell out TOO or write it on the board.
- ☐ Read to the child: Let's practice clapping syllables. First I will tell you the word, and then you clap the syllables.

pea - nut	tree	love
ba - by	pop - corn	light
friend	friend - ly	o - pen
be - fore	be - hind	be - gin





#43: Antonyms

- ☐ **Read to the child:** Antonyms are words that have opposite meanings. For example, COLD is the opposite of HOT. What are the opposites of the following words?

tall [short]

rough [smooth]

up [down]

frown [smile]

night [day]

The gospel teaches us that we need to have opposites. We could not feel joy if we did not know what it feels like to be sad. Heavenly Father is the opposite of Satan. Heavenly Father loves light and goodness while Satan loves darkness and evil.

- ☐ **Read to the child:** Match the following words with their opposites:

wet

big

small

thin

fat

dry

give

take

no

yes

- ☐ **Read to the child:** Let's review. An antonym is a word that has the opposite meaning of another word. For example, COLD is the opposite of HOT. What are the opposites of the following words?

sad [happy]

rough [smooth]

hard [soft]

over [under]

night [day]

open [closed]

full [empty]

near [far]

REVIEW

- ☐ ☐ ☐ **Mini Book:** *Emma Likes to Smile* (Have the child read the book on three different days.)
- ☐ **Read to the child:** Let's review.
- When a vowel is long, it says its _____. [name]
 - How many letters are in the alphabet? [26]
 - What are the vowels? [a, e, i, o, u, and sometimes y]
 - Every word has to have at least _____. [one vowel]
 - A consonant is any letter that is not a _____. [vowel]
 - What is a noun? [a word for a person, place, or thing] Give me an example of a noun that is a person, a place, and a thing.
- ☐ **Read to the child:** Let's review silent E job #1. Spell the following words out loud: BIKE, RIDE, HOME, GATE. In some words, the silent E does not make the vowel says its name. Spell the following words out loud: DONE, COME, SOME.

#44: Artwork/Oral Narration

- ☐ **Read to the child:** We are going to study another painting by the artist named Charles Burton Barber. He loved to paint pictures of children and their pets. Let's set a timer for 40 seconds and study the painting, looking for interesting details and beautiful things, and then we will share what we discovered. [Study the painting with the child for 40 seconds and then discuss your observations.](#)



- ☐ **Ask the child to make a list on the board of four nouns she sees in the painting above. Have the child write the nouns again in alphabetical order.**
- ☐ **Read to the child:** Imagine that you had the chance to go back in time and visit Charles Burton Barber as he created this painting. Imagine he asks you to describe what you love about the painting. Using full sentences, explain what you like about the painting. Narrate your description out loud.

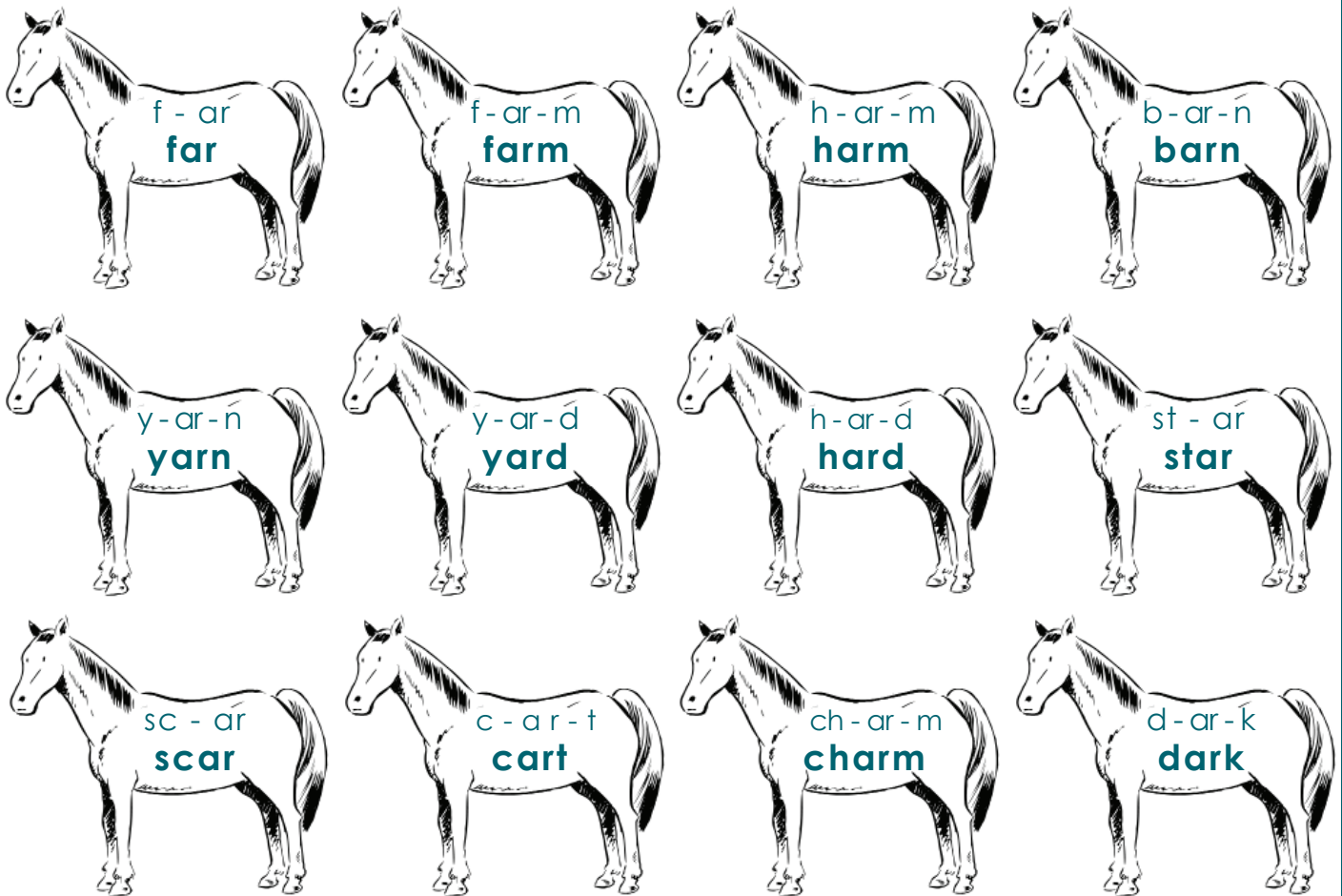
[Have the child narrate the description.](#)

#45: Phonogram Preview — AR

- ☐ **Read to the child:** We are going to practice words with AR, a phonogram we will study in greater depth in the Level 1 course.

AR

The letters AR together make the sound /AR/ as in CAR. First read each sound, then put them together to read the word. Then read the sentences.



1. The dog is barking in the barn.
2. Can you play the harp?
3. That is a sharp stone.
4. We march in the yard.
5. It is hard to see the stars.
6. We live far apart.
7. I live at the farm by the park.
8. I start to do some art.

#46: Poetry

Read the following poems to the child. Then read the poems again, having the child repeat each line. Then discuss the meaning of each poem.

The Light of a Smile

Unknown

If it drizzles and pours,
Is there any reason
The weather indoors
Should be dull, like the season?
There is something that makes bright
The cloudiest places;
Can you guess?
'Tis the light
Of the smiles on your faces.

Zip

Unknown

When we went to drive the cows home
Down the lane today,
There was such a funny bunny that
Jumped across the way!
All we saw as he ran past us,
Faster than a quail,
Was his snow-white, fuzzy-wuzzy, little cotton tail!



#47: Artwork/Oral Narration

- ☐ **Read to the child:** We are going to study another painting by the artist named Charles Burton Barber. He loved to paint pictures of children and their pets. Let's set a timer for 40 seconds and study the painting, looking for interesting details and beautiful things, and then we will share what we've discovered. **Study the painting with the child for 40 seconds and then discuss your observations.**



- ☐ **Ask the child to make a list on the board of four nouns she sees in the painting above. Have the child write the nouns again in alphabetical order.**
- ☐ **Read to the child:** Imagine that you want to describe this painting to your friend who is blind. He wants to know all the little details of the painting, especially what you love about the painting, the feelings it creates, and why it is beautiful. Narrate your description out loud.

Have the child narrate the description.

Reading Assessments

Reading assessments give the child practice reading and help you track reading progress.

- ☐ Administer **Reading Assessment B** in the Appendix for the third time.
- ☐ Administer **Course Reading Assessment** for the second time.

APPENDIX: CHARTS & ASSESSMENTS

Course Reading Assessment

1. Administer this assessment at the beginning and end of the course to assess progress. Complete Sections A, B, and C on the same day.
2. Give the child the sheet on the next page. As the child reads, keep track of time, and mark the number of incorrect words. If the child says a word incorrectly and corrects it himself, do not count the word as incorrect. Do not help the child with any of the words. If the child takes longer than about four seconds to read a word, tell the child the word, and then mark the word as incorrect. Before you begin, tell the child it is OK if he does not know all the words. Do not worry if the child cannot read many of the words at the beginning of the course.

Date:	Date:
_____	_____
:_____	:_____
Time	Time
_____	_____
# of incorrect words	# of incorrect words

- ☐ Have the child read Section A on the next page. Write the date, the time it takes the child to read the section, and the number of incorrect words.

Date:	Date:
_____	_____
:_____	:_____
Time	Time
_____	_____
# of incorrect words	# of incorrect words

- ☐ Have the child read Section B on the next page. Write the date, the time it takes the child to read the section, and the number of incorrect words.

Date:	Date:
_____	_____
:_____	:_____
Time	Time
_____	_____
# of incorrect words	# of incorrect words

- ☐ Have the child read Section C on the next page. Write the date, the time it takes the child to read the section, and the number of incorrect words.

Section A

it	the	by
us	and	my
if	I	fun
on	go	bed
he	a	cry
she	as	hug

Section B

ball	tossed	chin
doll	path	math
grin	shine	bench
wall	time	trap
those	gate	running
baked	helping	played

Section C

It is Mom.

I like the cat.

Look! Now Liz is trying to swim.

Jane is skipping and hopping down the hill.

These cakes are for us to eat. I love them all!

I put our lunch on the grass. We can eat under the shade of the branches.

Reading Assessment A

1. Reading assessments give the child practice reading and help you track reading progress. KEEP THIS SHEET, as you will use it three times during the course.
 2. Keep track of the total time and the number of incorrect words. If the child says a word incorrectly and corrects it himself, do not count the word as incorrect. Do not help the child with any of the words. If the child takes longer than about four seconds to read a word, tell the child the word, and then mark the word as incorrect.
 3. These assessments do not have to be done on the same day.
- ☐ Have the child read the poem *I Am Me* on the next page. The child does not read the title or author. Write the date, the time it takes the child to read the poem, and the number of incorrect words.

Date:	Date:	Date:
_____	_____	_____
:_____	:_____	:_____
Time	Time	Time
_____	_____	_____
# of incorrect words	# of incorrect words	# of incorrect words

- ☐ Have the child read Passage 1 on the next page. Write the date, the time it takes the child to read the passage, and the number of incorrect words.

Date:	Date:	Date:
_____	_____	_____
:_____	:_____	:_____
Time	Time	Time
_____	_____	_____
# of incorrect words	# of incorrect words	# of incorrect words

- ☐ Have the child read Passage 2 on the next page. Write the date, the time it takes the child to read the passage, and the number of incorrect words.

Date:	Date:	Date:
_____	_____	_____
:_____	:_____	:_____
Time	Time	Time
_____	_____	_____
# of incorrect words	# of incorrect words	# of incorrect words

Poem

I Am Me

By Jenny Phillips

I am not a bug.
I am not a cat.
I am not a pig.
I am not a rat.
I do not buzz like a bee.
I do not fly like a bat.
I am me,
And that is just
What I want to be.

Passage 1

I run with my dog Bill. We go up a hill. It is fun to hop and swim. We see a frog on a log. It jumps!

Passage 2

Mom has some hugs for me. She helps me pray, and she smiles all day. Dad gives me a kiss, and we play with a ball. Mom and Dad are the best!

Reading Assessment B

1. Reading assessments give the child practice reading and help you track reading progress. KEEP THIS SHEET, as you will use it three times during the course.
 2. Keep track of the total time and the number of incorrect words. If the child says a word incorrectly and corrects it himself, do not count the word as incorrect. Do not help the child with any of the words. If the child takes longer than about four seconds to read a word, tell the child the word, and then mark the word as incorrect.
 3. These assessments do not have to be done on the same day.
- ☐ Have the child read the poem *Come and See the Hills* on the next page. Write the date, the time it takes for the child to read the poem, and the number of incorrect words.

Date:	Date:	Date:
_____	_____	_____
Time	Time	Time
_____	_____	_____
# of incorrect words	# of incorrect words	# of incorrect words

- ☐ Have the child read Passage 1 on the next page. Write the date, the time it takes for the child to read the poem, and the number of incorrect words.

Date:	Date:	Date:
_____	_____	_____
Time	Time	Time
_____	_____	_____
# of incorrect words	# of incorrect words	# of incorrect words

- ☐ Have the child read Passage 2 on the next page. Write the date, the time it takes for the child to read the poem, and the number of incorrect words.

Date:	Date:	Date:
_____	_____	_____
Time	Time	Time
_____	_____	_____
# of incorrect words	# of incorrect words	# of incorrect words

Poem

Come and See the Hills

By Jenny Phillips

Come and see the hills;
Walk into the grass.
Look and you will see
The lake as still as glass.
Come and see the hills;
Take my hand and run.
We will hike and play
Until the day is done.

Passage 1

God made all I see. He made the cute bugs, dogs, and cats.
He made Mom and Dad and me! God made the sky and the
sun, too. He made the branches and the shade. I am glad God
made so much for you and me!

Passage 2

Mom is resting in her bed. Shhh! Be still. She is sick. We
cannot be jumping and running. Kate, come sit on my lap. Ben,
come sit by my side. Let us play a game and then take a long
nap. It is best if we help Mom have time to rest.

Review Practice Chart

of words in 60
seconds

of words in 60
seconds

of words in 60
seconds

of words in 60
seconds

Time the child while he reads the words below. If the child takes longer than about four seconds to read a word, tell the child the word, and have him keep going. Write how many words the child reads in 60 seconds. You will be prompted to do this activity a total of four times during the course.

shore
shine
shape
chime
chop
that
dry
slash
these
those
thine
line
shone
shame
chips

done
some
come
bake
cake
class
take
rake
try
lake
thin
my
this
cape
clash

tape
path
fish
flash
base
snore
spine
blade
fade
ship
flying
made
waste
case
hole

sky
slime
dime
she
globe
we
stove
flame
lane
wake
wave
cave
smile
fly
dish

Silent E Practice Chart

of words in 60
seconds

of words in 60
seconds

of words in 60
seconds

of words in 60
seconds

* Silent E does not make the vowel
say its name, and the O says its
fourth sound: /u/.

Time the child while she reads the words below. If the child takes longer than about four seconds to read a word, tell the child the word, and have her keep going. Write how many words the child reads in 60 seconds. You will be prompted to do this activity a total of four times during the course.

fake

tape

tide

shore

bake

base

smile

trade

date

snore

bike

plate

cake

made

kite

flame

take

hole

gate

lane

rake

slime

like

wake

done*

dime

line

wave

come*

mine

wipe

cave

some*

bone

spike

slope

shove*

game

skate

pile

love*

same

brake

grape

glove*

drive

snake

stripe

above*

slide

smoke

make

lake

hide

pole

ride